

Contractor's Technical BAFO

MEMORANDUM

Date: June 2, 2008

To: Gena Johnson
Contracting Officer

From: Lanetta Agnew
DC Tutors for Kids

Re: DC Tutors for Kids Passport to Work Summer Youth Program

Below please find the response to your three additional questions for the above referenced summer program that were faxed to our office on Friday May 30, 2008.

1. For over eight years, DC Tutors for Kids has partnered with the DC Public Schools, private schools, charter schools, and families throughout the District of Columbia to provide educational assessments and quality tutoring services to children with learning challenges. DC Tutors for Kids help ensure that our children are properly diagnosed and placed in an academic setting that will allow each student to succeed in the classroom and help them reach higher academic achievement.

DC Tutors for Kids Passport to Work Summer Youth Program's goal is to reach out to youth who are most in need. Since we have over eight years of experience working with students who face academic, financial and social challenges, these are the first children we will recruit to join in the fun at one of our three workshops—Entrepreneurship and Student Run Business, Go Kart Construction and Race and Writers Workshop-Short Stories and Poetry.

The specific marketing plan includes:

- We will conduct a direct mailing campaign to current and past DC Tutors for Kids clients. Our clientele include at risk youth, students with disabilities and low income families, as well as families that face social challenges.
- Engage businesses and organizations that are industry related and committed to supporting our youth, for example Target Stores, Junior Achievement, DC Parks and Recreation, The Washington Post, and many others. We will provide informational flyers to these entities regarding our summer schedule for dissemination to their customers, clients and associates.
- Contact public schools, charter schools and private schools to make them aware of our program. Provide flyers that they can share with their students.
- Post flyers in targeted communities to reach minority and at risk youth.

2. The strategies and incentives DC Tutors for Kids are using to ensure that youth are actively engaged in the program include:
- Providing a healthy and delicious snack and lunch
 - Hiring quality teachers and individuals who have track records in motivating and mentoring youth
 - Students will work in teams fostering camaraderie; team members will motivate each other and encourage committee and a sense of team pride
 - Students will compete each week for a spot on the video team. These students will learn to use video equipment and video their team's weekly activity. At the end of the 10 week program, the workshop with the most creative video will receive a trophy
 - Students in each of the work shops will receive a certificate of completion and a prize for perfect attendance
 - Under each of the three workshops, youth will compete for a coveted prize that will be awarded to the top four youth at the end of the 10 week period. Selection of the winners will be made based on performance, engagement and votes from the youth and staff
 - i. Go-Kart race – all youth participating in this workshop will compete in a go-kart race with the top four winners receiving a trophy
 - ii. Writers workshop – the writings will be published by the students and the students participating in the summer program will vote for their favorite poem and short story. Four top winners will be awarded in each category.
 - iii. Entrepreneur workshop – the team designing the most unique useful product and the team who sells the most products will win a trophy.
 - Weekly field trips to fun and exciting sites.
 - Lectures from individuals the students will find interesting and engaging.

3. The following three key personnel will attend the mandatory DOES orientation prior to the start of the Summer Youth Program:

NAME	POSITION
Lanetta Agnew	Program Coordinator
Gloria Agnew	Program Administrator
Lola Long Anjou	Special Education Coordinator/Teacher

DC Tutors for Kids
P.O. Box 9696
Washington, DC 20016
Telephone: (202) 829-0490
Fax: (202) 829-0487

June 2, 2008

Proposal in Response to Solicitation No. DCCF-2008-R-0007
DC Tutors for Kids
Lanetta Agnew
Owner/Director

Part 1 Technical Proposal

a. Technical Approach

Overall approach to the project

DC Tutors for Kids offers a eight week Passport to Work Summer Youth Program with a strict hands-on approach combing fun and excitement to the learning process. With over seven years experience working with at risk youth, individuals with learning disabilities, low income and adjudicated youth, we have built a strong staff base consisting of special education teachers, counselors, therapist and professionals with years of experience working with these disadvantage populations. The summer program will reinforce the students' learning by interweaving academic enrichment, career exploration, work readiness and leadership skills training in a format students will find engaging and fun. Our youth will learn self-reliance, competition and have pride in their achievements. Detail lesson plans offer the instructors comprehensive instructions and the tools they need to ensure success. Our goal is to accommodate each student at their level of proficiency. Therefore, we will have our reading specialist and math specialist available for one-on-one support, if needed.

Project management methodology and plan

DC Tutors for Kids project management methodology and plan is to assign an experienced staff member the responsibility of project management and to utilize software and other appropriate tools to help prioritize tasks and to track goals and deliverables.

Organizational Plan

The Program Coordinator will be the lead contact. There are five supervisors well versed in the DC Tutors for Kids philosophy and available to mentor and provide guidance to counselors, counselors' aides and students. Our four counselors will demonstrate teamwork, leadership and have a personal dedication to the youth of the District of Columbia. Five counselors' aides will add support to the various teams. An organizational chart is attached.

Communications Plan

DC Tutors for Kids believes that communications is the key element to realizing success. Staff will be trained on administrative procedures and other relevant policies and guidelines. Weekly staff meetings are held and staff is required to provide written summary weekly on the accomplishments. All unusual events or issues are communicated immediately to the Program Coordinator and a written summary is provided within 24 hours. Staff and students have access to supervisors at all times throughout the program.

Project Controls

The Program will run a strict course that results in students completing a series of exercises that will cumulate into the finale during the final program week. Instructors and supervisors will monitor progress on a weekly basis to ensure that students stay on track. Supervisors will intervene, if needed to ensure success and each student realizes his or her full potential in the program.

Description of deliverables

Our three workshops offer project-based learning experiences that are fun and exciting while focusing on growth-industry sectors:

Business/Financial:	Entrepreneurship and Student Run Business
Business/Entertainment:	Go Kart Construction and Race
Media/Publication/ Communications:	Writers Workshop – Short Stories and Poetry

Timeframes for completion of tasks

We have attached a weekly schedule that details the various tasks and assignments that students will complete over the eight week summer program. Each task is slated to be completed within the timeframe specified in the weekly schedule.

Describe the component activities to be completed to accomplish each task specified in C

We have attached a weekly schedule that details the various activities, assignments, and tasks that will result in the students achieving the expected results—academic enrichment, career exploration, work-readiness and leadership skills.

Specify the service level and instructor/supervisor to participant ratio

- DC Tutors for Kids Passport to Work Summer Youth Program will serve 100 youth who are 16 to 18 years of age. The 100 participants are divided between the three workshops as follows: 1) Go-Kart - 40 participants, 2) writing workshop - 30 participants and 3) entrepreneur workshop - 30 participants.
- Staff levels will be maintained at the levels prescribed in the guidelines. We will maintain a 1:25 counselor to student ratio and 1:20 supervisor to student ratio, at a minimum. Additionally, we will employ counselors' aides and special education teachers to help support at risk youth and other youth who need additional academic support.

Submit curriculum and describe and list the facilities

The arithmetic, reading and writing curriculums will be designed to augment and support the data, literature, and other information ascertained under the three unique workshops. For example, students will write a manual for constructing a go kart. The math, reading and writing assignments will support the students in this effort. The math instructions will focus on measurements, word problems, etc. as it relates to building go karts. Writing assignments will support the students preparation of the manual, ensuring document is grammatically correct, spelling, subject verb agreement, etc. The students will use the manual as their reading tool to support their reading assignments. For the Writers Workshop – Short Stories and Poetry students will refine their writing skills and reading skills. For the math assignments students will paginate documents and explore the business of publishing. Entrepreneurship and Student Run Business will use reading and writing skills to research opportunities. Math skills will focus on analytical calculations, such as cost benefit analysis, return on investment ratio, debt to income ratio, etc.

The DC Tutors for Kids Passport to Work Summer Youth Program will take place at the ABC Bilingual Community Academy, 209 Upshur Street, NW, Washington, DC 20011. Students will enjoy a classroom setting.

Youth participating in the Go Kart Construction and Race Workshop will also obtain instructions at the Go Kart Track, 4300 Kenilworth Avenue, Bladensburg, MD 20710. Students will work next to go kart mechanics and learn to build go karts, develop an appreciation for road safety, develop their go kart driving techniques and have fun while learning new skills.

Supplies

- Writing pads, portfolio 8-1/2 x 11, pens, pencils, paper, eraser, markers, highlighters, staples
- Tee shirts
- Supply pouch (plastic)
- Pencil sharpener
- First aid kit (3 each)
- File folders
- Calculator (3 each)
- Clip boards / white paper
- Butcher block paper
- Hall passes
- Poster Board

Equipment

- Audio Visual equipment
- Computers

- Lap top
- Video camera

Materials

- Inventory – dependent upon students selection of the types of business selected

b. Technical Expertise

Our program leverages a number of corporations in the private sector. For example, the youth will obtain an experience of a lifetime working behind scenes with a mechanic learning to build and operate go karts just like the ones currently used in the go kart business. To accomplish this, DC Tutors for Kids partnered with the Go Kart Track Company. Students running their own business will purchase goods from a wholesaler, manufacture the goods and rent store space in a local mall to sell their wares. Our future writers will self publish a book of their poetry and short stories. They will also submit poems and stories to our local newspapers and national magazines.

Staffing Plan

- Orientation and training will be provided to all staff members with respect to administrative procedures, and other relevant policies sand guidelines
- Staff levels will be maintained at the levels prescribed in the guidelines. We will maintain a 1:25 counselor to student ratio and 1:20 supervisor to student ratio. Additionally, we will employ counselors' aides and special education teachers to help support at risk youth and our children who need additional academic support.
- To ensure staff possesses adequate training, we will obtain copies of certifications and licenses. To ensure staff is competent and sensitive in providing treatment to persons of diverse cultural backgrounds, and responsive to the needs of minority individuals, we will conduct reference checks and review staff previous work experience.
- Individual personnel files will be maintained for each staff person that will be accessible to the COTR upon request. The following documents will be kept in the personnel file:
 - Employment application
 - Personal and professional references
 - Applicable licenses
 - Credentials
 - Certificates
 - Personnel actions including time records
 - Documentation of all training received
 - Notation of any allegations of professional or other misconduct and actions with respect to the allegations
 - Dates and reason if terminated from employment

Part 2 Representations, Certifications and other Statements of Offers

- a. Section K – Representations, certifications and other statements
- b. LSDBE Certification (application pending)
- c. E.E.O. Information
- d. Page one (1) of the solicitation
- e. All amendments to the solicitation
- f. Tax Certification Affidavit
- g. First Source Employment Agreement
- h. Section J.1.2 Experience Questionnaire

Part 3 Price Proposal

- a. Section B – Supplies and Services and Price
- b. Project Component Budget Summary Sheet

Go Kart Construction and Race Weekly Schedule

Week One

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will receive an overview of the summer program rules and regulations, as well as the consequences that will result from breaking program rules
- Supplies will be disseminated to each students
- Students will prepare a written essay on what they want to get out of the workshop and verbally share their expectations with the counsels and other students
- Students will write and execute contract with DC Tutors for Kids Passport to Work Summer Youth Program agreeing to abide by the rules and to give 100% to the program
- Students will visit the go kart track to meet mechanic and get overview of rules, regulations and what to expect over the nine week period while at the track. Students will take copious notes which are reviewed the next day in class.
- Classroom instructions on note taking
- Counselor will use the notes from the track to augment reading, writing and math assignments
- Students will learn about minority race car drivers and compare the differences in society during the times of the minority race driver and society today. What were some of the positive character traits that the race car driver possess that could be helpful in today's society
- Volunteer Friday – take boat to clean Potomac and learn about watershed and tour the Blue Ridge water treatment plant

Week Two

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will visit go kart track twice a week where they are working directly with the go kart mechanic to build a go cart
- Students will discuss driving safety rules
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will practice driving the go karts
- Guess speaker to discuss driver safety
- Visit the museum (air and space) and write about experience

Week Three

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will visit go kart track twice a week where they are working directly with the go kart mechanic to build a go cart

- Students continue to practice driving the go karts and honing their driving skills
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will begin putting together an instruction manual based on the notes taken from class and their experience to date building the go kart
- Students will learn the proper uses of various mechanic's tools
- Visit auto mechanics shop and learn about the mechanic's job
- Check internet to determine how many mechanics job opening they can find and what is the salary range for mechanics
- Volunteer Friday - help plant trees or other event
- Talk by park rangers to keep parks clean and safe. Learning how to prevent forest fires

Week Four

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Visit go kart track twice a week to work with go kart mechanic
- Practice driving the go karts and honing driving skills
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will continue preparing instruction manual based on their notes from the mechanic
- Visit Frederick Douglas House write about this famous African American and his contribution to the world

Week Five

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Visit go kart track twice a week
- All students will obtain the necessary skill and proficiency to build a go kart
- Mechanic will work with students that require additional instructions
- Students continue to practice driving the go karts and honing their driving skills
- Students review the notes with the counselor and other students that will be used as part of the reading, writing and math assignments
- Continue working on instruction manual
- Students begin to plan final race, write rules for the race and select committee to organize the event
- Visit soldiers home and learn about this site and how it serves veterans. Clean duck pond and park area

Week Six

- Students edit and copy video tapes and photo album to be distributed to students at the awards ceremony
- Students will visit go kart track twice a week where they are working directly with the go kart mechanic to build a go cart

- Students continue to practice driving the go karts and honing their driving skills
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will begin putting together an instruction manual based on the notes taken from class and their experience building the go kart
- Students will learn the proper uses of various mechanic's tools
- Visit capitol, white house and monument

Week Seven

- Host the final go kart race
- Complete the instruction manual for assembling a go kart
- Visit museum and have lunch in park downtown
- Go to Emery playground and learn about the history in ward 4 (soldiers camping out during war time at Emery playground)

Week Eight

- Host awards ceremony (get certificates and trophies and other awards)
- Students will write and discuss their experiences in this summer program. What did they like best about the different places they visited. Did this program influence what you would like to do later in life
- Students will receive video tapes of their summer experience with DC Tutors for Kids Passport to Work Youth Summer Program
- Visit the zoo and get behind the scene tour

Writers Workshop – Short Stories and Poetry Weekly Schedule

Week One

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will receive an overview of the summer program rules and regulations, as well as the consequences that will result from breaking program rules
- Supplies will be disseminated to each students
- Students will prepare a written essay on what they want to get out of the workshop and verbally share their expectations with the counsels and other students
- Students will write and execute contract with DC Tutors for Kids Passport to Work Summer Youth Program agreeing to abide by the rules and to give 100% to the program
- Students will learn about minority poets and writers
- Volunteer opportunity - take boat to clean Potomac, learn about watershed and tour the Blue Ridge water treatment plant
- Students will write poem and/or short story about cleaning the Potomac and the water treatment facility

Week Two

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Student will continue to discuss African American and other minority poets and writers
- Students will learn how to use desktop publishing software
- Students will learn about different writing styles
- Volunteer - help plant trees or other event
- Talk by park rangers to keep parks clean and safe
- Student will use volunteer opportunity as inspiration for poems or short stories

Week Three

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will visit major newspaper to learn about its operations
- Students will begin to design cover and layout design for poetry / short story book
- Students learn about self-publishing as an option for writers to get their work published
- Visit Walter Reed and talk to soldiers about their experience and how it has impacted their thoughts on what is happening today in Iraq
- Students will write poems and/or short stories that are based on their experiences at Walter Reed

Week Four

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will continue discussion on self publishing book and all the requirements and expenditures associated with this effort
- Guess speaker to talk about job opportunities for writers
- Visit Frederick Douglas House write about this famous African American and his contribution to the world

Week Five

- Students will submit their poems and short stories to newspapers and magazines for publication
- Write poems and/or short stories that are inspired by Frederick Douglas for inclusion in the book students are preparing
- Students will select poems and short stories to include in book
- Lay out pages of the book
- Students will begin planning their poetry jam session

Week Six

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Finalize layout for self published poetry and short story book
- Students will practice on stage for their poetry reading event
- Visit capitol, white house and monument

Week Seven

- Host the poetry reading where students will recite their poetry or read their short stories
- Student body will vote on best performance to be announced at awards ceremony
- Visit museum and have lunch in park
- Go to Emery playground and learn about the history in ward 4 (soldiers camping out during war time at Emery playground)

Week Eight

- Host awards ceremony (certificates and trophies and other awards disseminated)
- Students will write and discuss their experiences in this summer program. What did they like best about the different places they visited. Did this program influence what you would like to do later in life
- Students will receive video tapes of their summer experience with DC Tutors for Kids Passport to Work Youth Summer Program
- Visit the zoo and get behind the scene tour

Entrepreneurship and Student Run Business Weekly Schedule

Week One

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will receive an overview of the summer program rules and regulations, as well as the consequences that will result from breaking program rules
- Supplies will be disseminated to each students
- Students will prepare a written essay on what they want to get out of the workshop and verbally share their expectations with the counsels and other students
- Students will write and execute contract with DC Tutors for Kids Passport to Work Summer Youth Program agreeing to abide by the rules and to give 100% to the program
- Students lead discussion of their understanding of what it takes to run a business
- Volunteer to clean the Potomac; learn about watershed and tour the Blue Ridge water treatment plant
- Students will discuss from their perspective what it takes to run nonprofit that rely on volunteers verses a for profit and government sponsored entity that have paid staff

Week Two

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will learn about minority entrepreneur Madam C.J. Walker and inventor George Washington Carver
- Students will get an overview of the business cycle, debate contracting out the manufacturing process verses hiring staff to assemble product in house
- Review different costs associated with business, fixed costs, variable costs, overhead, etc.
- Students discuss today's economy and how it may impact their business (including high gas prices, increased unemployment, why are so many companies moving their manufacturing companies to China, etc.)
- Students decide what items they want to manufacture
- Begin preparing a business plan
- Students will visit the American history museum and discuss similarities and differences in marketing strategies between today and earlier years

Week Three

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Guest speaker from the SBA
- Students will begin implementing business plan
- Will design packaging for their goods

- Visit a local museum

Week Four

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Visit a wholesaler to purchase the raw materials
- Students will begin assembling their product
- Volunteer Friday - help plant trees at a local venue
- Student will discuss running a gardening business

Week Five

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will implement their marketing strategy, including:
 - Opening a store (kiosk) at local mall
 - Selling items on line
 - Visiting with retailers to market their goods
- Visit Frederick Douglas House write about this famous African American and his contribution to the world
- Visit the Anacostia Museum and students will inquire about selling their good through the museum's gift shop

Week Six

- Students edit and copy video tapes and photo album to be distributed to each student at the awards ceremony
- Implement marketing strategy:
 - Staff store (kiosk) at local mall
 - Sell items on line
 - Visit with retailers to market item students' manufactured
- Visit capitol, white house and monument

Week Seven

- Implement marketing strategy:
 - Open store (kiosk) at local mall
 - Sell items on line
 - Visit retailers to market goods
- Students prepare financial statements
- Calculate their return on their investment
- Visit spy museum and have lunch in downtown restaurant
- Go to Emery playground and learn about the history in ward 4 (soldiers camping out during war time at Emery playground)

Week Eight

- Host awards ceremony (award certificates and trophies)
- Students will write and discuss their experiences in this summer program. What did they like best about the different places they visited? Did this program influence what you would like to do with your life? Would you like to come back to DC Tutors for Kids Passport to Work Summer Program?
- Students will receive video tapes of their summer experience
- Visit the zoo and get behind the scene tour

**DC Tutors for Kids Passport to Work Summer Youth Program
Experience Questionnaire**

Date _____

Student's Name: _____

Address: _____

Email: _____ Phone: _____

Work Site location: _____

What program did you participate in: Writing Business Go Kart
Circle one

Program Start Date: _____ Program End Date _____

What was your program objective? _____

Were your objective met: Circle one Yes/ No If no, please explain why program objective was incomplete. _____

Did Instructors provide clear instruction for Students and assist with questions Circle one
Yes/ No If no, please explain _____

Were counselors friendly and easy to approach with your problems or questions Circle one
Yes/ No If no, please explain _____

Did Students enjoy the lunch that was provided at the program Circle one Yes/ No _____

What did Student like most about the program _____

What did Student like least about the program _____

EMPLOYMENT PLANNAME OF FIRM DC Tutors for KidsADDRESS 4001 Marlboro Place, NW, Washington, DC 20011TELEPHONE NUMBER 202-829-0490 FEDERAL IDENTIFICATION NO. _____CONTACT PERSON Lanetta Agnew TITLE Program CoordinatorE-mail: lanetdenise@yahoo TYPE OF BUSINESS: tutoringORIGINATING DISTRICT AGENCY Dept of Employment ServicesCONTRACTING OFFICER: Doreene Brown TELEPHONE NUMBER: 202-724-5185TYPE OF PROJECT summer camp FUNDING AMOUNT \$334,824PROJECTED START DATE June 12 PROJECT DURATION August 22

NEW JOB CREATION PROJECTIONS (Attach additional sheets, as needed.) Please indicate the new position(s) your firm will create as a result of this project.

	JOB TITLE	# OF JOBS F/T P/T	SALARY RANGE	UNION MEMBERSHIP REQUIRED NAME LOCAL#	PROJECTED HIRE DATE
A	Accountant	P/T	\$50/hr	No	6/16
B	Counselor	P/ T	\$35/hr	No	6/16
C	Counselors aide	P/T	\$15/hr	No	6/16
D					
E					
F					
G					
H					
I					
J					
K					

Support to Work - Summer Youth Program
Organization Chart

Program
Coordinator
Janetta Agnew

Office
Administrator
[Redacted]

Supervisor
[Redacted]

Supervisor
[Redacted]

Supervisor
[Redacted]

Supervisor
Reading Specialist
[Redacted]

Supervisor
[Redacted]

Supervisor
[Redacted]

Counselor
[Redacted]

Counselor/
Reading Specialist
[Redacted]

Counselor
[Redacted]

Counselor
[Redacted]

Counselor
[Redacted]

Counselor
[Redacted]

Counselors
Aide
[Redacted]

Counselor
Aide
[Redacted]

Counselor
Aide
[Redacted]

R(a)(2)

JOB ANNOUNCEMENT

Supervisor

DC Tutors for Kids Passport to Work Summer Youth Program is seeking an experience supervisor to oversee our summer program. Successful candidate must have a bachelor's degree, higher degree is desirable. This person will supervise counselors and counselors' aides, provide mentoring services to students and staff; coordinate curriculum implementation and design, serve as a substitute teacher, if needed; participate in field trips, share lunch room duty; and other duties as assigned.

Counselor for Summer Program

Looking for an experience counselor/educator, must have a bachelor's degree, a certified teach with five years teaching experience, proven leadership skills, and experience working with persons of diverse cultural backgrounds, and special needs. Join DC Tutors for Kids Passport to Work Summer Your Program and make difference in a young person's life, build self-esteem and help children grow and discover new challenges.

Reading Specialist

Join the DC Tutors for Kids Passport to Work Summer Youth Program team for a fun filled summer. You must have a master's degree in special education (reading specialty), five years teaching experience, experience working with persons of diverse cultural backgrounds, personal dedication and proven leadership skills. You must have your teaching certification.

Counselor's Aide for Summer Program

Want to spend your summer having fun working with local youth. Join DC Tutors for Kids Passport to Work Summer Youth Program. You must have a high school diploma or GED. Previous experience working with kids is a plus.

Job Descriptions

Program Coordinator
Office Administrator
Accountant
Supervisors
Counselors
Counselors Aide
Reading Specialist
Math Specialist

Program Coordinator

Responsibilities and Duties

- Conduct program orientation for staff in accordance with Junior Achievement using the JA Success Skills curriculum
- Conduct orientation and training for all staff members on administrative procedures and other relevant policies and guidelines
- Hire qualified staff (instructors to participant ratio of (1:25) and supervisor to participant of (1:20)
- Ensure staff have all required certifications and licensing to meet the requirements of the solicitation
- Obtain a fingerprint-based criminal background check prior to starting work, as mandated by the "Child and Youth, Safety and Health Omnibus Amendment Act of 2005. In accordance with Federal Bureau of Investigation policies and procedures and processed through the National Criminal Information Center
- Ensure staff have clean criminal records or conviction for child abuse or molestation, sexual abuse, or rape
- Provide orientation and training for all staff members with respect to administrative procedures, and other relevant policies, procedures
- Attends and participate in DOES program orientation
- Notifies COTR in writing 3 days in advance of any changes of key personnel, when possible
- Report unusual incidents by FAX or telephone immediately upon the occurrence of the incident to the COTR no later than 24-hours or the next business day of the incident and in writing within three (3) days after the incident occurred
- Prepare and submit a closeout report to the COTR on the progress of the entire program thirty (30) days after contract end date. The report shall identify at a minimum, program success stories, outstanding awards awarded to participants, academic achievements, performance outcomes, failures, barriers, and recommendations for improvements.

Office Administrator

Responsibilities and Duties

- Maintain accurate time and attendance records bi-weekly of program participants
- Submit payroll to the Contracting Officer's Technical Representative (COTR)

- Maintain an individual personnel file for each staff member. Files to include following documents:
 - Employment application
 - Personal and professional references
 - Applicable licenses
 - Credentials
 - Certificates
 - Resumes
 - Annual evaluations
 - Personnel actions including time records
 - Documents of all training received
 - Notation of any allegations of professional or other misconduct and actions with respect to the allegations, date and reason if terminated from employment.
- Ensure that all staff have the required certifications and licensing documents in file
- Make files available to COTR upon request
- Answer telephones
- Gather all student satisfaction surveys
- Prepare statistical performance data to include enrollment levels, completions, terminations with reasons for early terminations
- Prepare the monthly invoices in duplicate and submitted to the agency Chief Financial Officer (CFO) with concurrent copies to the Contracting Officer's Technical Representative (COTR), Yasha Williams, Director
- Other duties as assigned

Accountant

Description of duties and responsibilities

- Establish bookkeeping and accounting procedures
- Review and approve monthly invoices
- Monitor expenditures
- Liaison with DC financial office
- Maintain and supervise the checking accounts
- Supervise Office Administrator
- Review all financial accounting guidelines and requirements and ensure proper implementation
- Other duties as directed by DOES, COTR or Program Coordinator

Supervisor

Requirements

Education: Bachelor's Degree
 Experience: Supervisory experience
 Licensing
 Certifications

Description of duties and responsibilities

- Supervise counselors and counselor aides
- Mentor counselors and counselors' aides
- Report unusual incidents by telephone immediately upon the occurrence of the incident to the Program Administrator and in writing no later than 24-hours the incident occurred
- Within 2 days of program end, supervisors must provide a written summary of program success stories, outstanding awards awarded to participants, academic achievements, performance outcomes, failures, barriers, and recommendations for improvements
- Coordinates curriculum implementation and design
- Issue customer satisfaction survey to all students
- Serves as substitute for teachers
- Handle any emergencies or other issues that may occur
- Participate in field trips
- Lunchroom duty

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors
8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from counselor survey
- Communication skills
- Follow-thru with program coordinator, program administrator, counselors and others, as appropriate
- Teamwork
- Leadership skills
- Personal dedication
- Professionalism

Counselors**Requirements**

Education: Bachelor's Degree

Experience:

- Five years teaching experience
- Two years working as a special education teacher
- Working with people with special needs
- Experience working with persons of diverse cultural backgrounds
- Knowledge of the age-specific student needs in instruction
- Personal dedication and proven leadership skills

Licensing:

Certifications: Must have teaching certification (any state acceptable)

Description of duties and responsibilities

- Implementation of lesson plans for academic work which have been prepared specifically for this program
- Responsible for behavior management of assigned students
- Maintains orderly classroom learning environment
- Keep attendance records
- Responsible for lunch duty
- Participate in field trips
- Utilize audiovisual equipment
- Mentor counselors' aides and students

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors
8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from student survey
- Communications skills
- Implementation of curriculum
- Follow-thru with students, supervisors and others, as appropriate
- Teamwork
- Leadership skills
- Professionalism
- Personal dedication

Counselors' Aide**Requirements**

Education: High School Diploma or GED

Experience: - Five years teaching experience
- Two years working as a special education teacher
- Working with people with special needs
- Experience working with persons of diverse cultural backgrounds
- Knowledge of the age-specific student needs in instruction
- Personal dedication and proven leadership skills

Licensing: None

Certifications: None

Description of duties and responsibilities

- Assist counselor in implementation of lesson plans
- Responsible for behavior management of assigned students
- Assist counselor in maintaining orderly classroom learning environment
- Responsible for lunch duty
- Participate in field trips
- Mentor students

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors

8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from counselor
- Input from student survey
- Communications skills
- Follow-thru with counselors, students and others, as appropriate
- Teamwork
- Leadership skills
- Professionalism
- Personal dedication

Reading Specialist

Requirements

Education: Master's Degree in Special Education (Reading Specialty)

Experience: - Five years teaching experience as a special education reading teacher
- Experience working with persons of diverse cultural backgrounds
- Personal dedication and proven leadership skills

Licensing:

Certifications: Must have special education teaching certification (any state acceptable)

Description of duties and responsibilities

- Augment lesson plans to meet specific needs of students requiring addition academic support in reading
- Support classroom teacher in the implementation of lesson plans for reading assignments
- If needed, work one-on-one with students identified by counselor as needing individual help
- Mentor counselors' aides and students, as appropriate

Hours of Work 8:30 – 1:30 (14-15 year olds) 25-hours week for instructors
8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from counselor and student surveys
- Communications skills
- Appropriateness of revised lesson plans
- Improvement in students reading and comprehension skills
- Follow-thru with students, supervisors and others, as appropriate
- Teamwork
- Leadership skills

- Professionalism
- Personal dedication

Math Specialist

Requirements

- Education: Master's Degree in Special Education (Math Specialty)
- Experience:
- Five years teaching experience as a special education math teacher
 - Experience working with persons of diverse cultural backgrounds
 - Personal dedication and proven leadership skills
- Licensing:
- Certifications: Must have special education teaching certification (any state acceptable)

Description of duties and responsibilities

- Augment lesson plans to meet specific needs of students requiring addition academic support in math
- Support classroom counselor in the implementation of lesson plans for math assignments
- If needed, work one-on-one with students identified by counselor as needing individual help in math
- Mentor counselors, counselors' aides and students, as appropriate

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors
8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from counselor and student surveys
- Communications skills
- Appropriateness of revised lesson plans
- Improvement in students reading and comprehension skills
- Follow-thru with students, supervisors and others, as appropriate
- Teamwork
- Leadership skills
- Professionalism
- Personal dedication

K.1 AUTHORIZED NEGOTIATORS

44 Lanetta Agnew, Project Coordinator 202-829-0490 office 202-368-4400 cell

Mayor's Order 85-85, "Compliance with Equal Opportunity Obligations in Contracts", dated June 10, 1985 and the Office of Human Rights' regulations, Chapter 11, "Equal Employment Opportunity Requirements in Contracts", promulgated August 15, 1986 (4 DCMR Chapter 11, 33 DCR 4952) are included as a part of this solicitation and require the following certification for contracts subject to the order. Failure to complete the certification may result in rejection of the offeror for a contract subject to the order. I hereby certify that I am fully aware of the content of the Mayor's Order 85-85 and the Office of Human Rights' regulations, Chapter 11, and agree to comply with them in performance of this contract.

Offeror DC Tutors for Kids Date 5/5/08
Name Lanetta D. Agnew Title Program Coordinator
Signature Lanetta D. Agnew

Offeror has has not participated in a previous contract or subcontract subject to the Mayor's Order 85-85. Offeror has has not filed all required compliance reports, and representations indicating submission of required reports signed by proposed subofferors.

(The above representations need not be submitted in connection with contracts or subcontracts which are exempt from the Mayor's Order.)

K.4 BUY AMERICAN CERTIFICATION

The offeror hereby certifies that each end product, except the end products listed below, is a domestic end product (See Clause 23 of the SCP, "Buy American Act"), and that components of unknown origin are considered to have been mined, produced, or manufactured outside the United States.

EXCLUDED END PRODUCTS	COUNTRY OF ORIGIN

K.5 DISTRICT EMPLOYEES NOT TO BENEFIT CERTIFICATION

Each offeror shall check one of the following:

 x No person listed in Clause 13 of the SCP, "District Employees Not To Benefit" will benefit from this contract.

 The following person(s) listed in Clause 13 may benefit from this contract. For each person listed, attach the affidavit required by Clause 13 of the SCP.

K.6 CERTIFICATION OF INDEPENDENT PRICE DETERMINATION

(a) Each signature of the offeror is considered to be a certification by the signatory that:

(1) The prices in this contract have been arrived at independently, without, for the purpose of restricting competition, any consultation, communication, or agreement with any offeror or competitor relating to:

- (i) those prices
- (ii) the intention to submit a contract, or
- (iii) the methods or factors used to calculate the prices in the contract.

2) The prices in this contract have not been and will not be knowingly disclosed by the offeror, directly or indirectly, to any other offeror or competitor before contract opening unless otherwise required by law; and

3) No attempt has been made or will be made by the offeror to induce any other concern to submit or not to submit a contract for the purpose of restricting competition.

(b) Each signature on the offer is considered to be a certification by the signatory that the signatory;

1) Is the person in the offeror's organization responsible for determining the prices being offered in this contract, and that the signatory has not participated and will not participate in any action contrary to subparagraphs (a)(1) through (a)(3) above; or

2) Has been authorized, in writing, to act as agent for the following principals in certifying that those principals have not participated, and will not participate in any action contrary to subparagraphs (a)(1) through (a)(3) above:

Lanetta D. Agnew

(insert full name of person(s) in the organization responsible for determining the prices offered in this Contract and the title of his or her position in the offeror's organization);

(i) As an authorized agent, does certify that the principals named in subdivision (b)(2) have not participated, and will not participate, in any action contrary to subparagraphs (a)(1) through (a)(3) above; and

(ii) As an agent, has not participated, and will not participate, in any action contrary to subparagraphs (a)(1) through (a)(3) above.

(c) If the offeror deletes or modifies subparagraph (a)(2) above, the offeror must furnish with its offer a signed statement setting forth in detail the circumstances of the disclosure.

K.7 TAX CERTIFICATION

Each offeror must submit with its offer, a sworn Tax Certification Affidavit, incorporated herein as Attachment J.2.3.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY BLANK

DC Tutors for Kids
4001 Marlboro Place, NW
Washington, DC 20011
Telephone: (202) 829-0490
Fax: (202) 829-0487

EQUAL EMPLOYMENT OPPORTUNITY (EEO) POLICY STATEMENT

DC Tutors for Kids SHALL NOT DISCRIMINATE AGAINST ANY EMPLOYEE OR APPLICANT FOR EMPLOYMENT BECAUSE OF ACTUAL OR PERCEIVED: RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, GENDER IDENTITY OR EXPRESSION, FAMILIAL STATUS, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, GENETIC INFORMATION, DISABILITY, SOURCE OF INCOME, OR PLACE OF RESIDENCE OR BUSINESS.

DC Tutors for Kids AGREES TO AFFIRMATIVE ACTION TO ENSURE THAT APPLICANTS ARE EMPLOYED, AND THAT EMPLOYEES ARE TREATED DURING EMPLOYMENT WITHOUT REGARD TO THEIR ACTUAL OR PERCEIVED: RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, GENDER IDENTITY OR EXPRESSION, FAMILIAL STATUS, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, GENETIC INFORMATION, DISABILITY, SOURCE OF INCOME, OR PLACE OF RESIDENCE OR BUSINESS. THE AFFIRMATIVE ACTION SHALL INCLUDE, BUT NOT BE LIMITED TO THE FOLLOWING: (A) EMPLOYMENT, UPGRADING, OR TRANSFER; (B) RECRUITMENT OR RECRUITMENT ADVERTISING; (C) DEMOTION, LAYOFF, OR TERMINATION; (D) RATES OF PAY, OR OTHER FORMS OR COMPENSATION; AND (E) SELECTION FOR TRAINING AND APPRENTICESHIP.


DC Tutors for Kids AGREES TO POST IN CONSPICUOUS PLACES THE PROVISIONS CONCERNING NON-DISCRIMINATION AND AFFIRMATIVE ACTION.

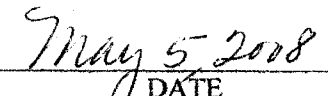
DC Tutors for Kids SHALL STATE THAT ALL QUALIFIED APPLICANTS WILL RECEIVE CONSIDERATION FOR EMPLOYMENT PURSUANT TO SUBSECTION 1103.2 THROUGH 1103.10 OF MAYOR'S ORDER 85-85; "EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS IN CONTRACTS."

DC Tutors for Kids AGREES TO PERMIT ACCESS TO ALL BOOKS PERTAINING TO ITS EMPLOYMENT PRACTICES, AND TO REQUIRE EACH SUBCONTRACTOR TO PERMIT ACCESS TO BOOKS AND RECORDS.

DC Tutors for Kids AGREES TO COMPLY WITH ALL GUIDELINES FOR EQUAL EMPLOYMENT OPPORTUNITY APPLICABLE IN THE DISTRICT OF COLUMBIA.

DC Tutors for Kids SHALL INCLUDE IN EVERY SUBCONTRACT THE EQUAL OPPORTUNITY CLAUSES, SUBSECTION 1103.2 THROUGH 1103.10 SO THAT SUCH PROVISIONS SHALL BE BINDING UPON EACH SUBCONTRACTOR OR VENDOR.

Lanetta D. Agnew, Program Coordinator
AUTHORIZED OFFICIAL AND TITLE

AUTHORIZED SIGNATURE
NAME


DATE
DC Tutors for Kids
FIRM/ORGANIZATION

DC Tutors for Kids

4001 Marlboro Place, NW

Washington, DC 20011

Telephone: (202) 829-0490

Fax: (202) 829-0487

ASSURANCE OF COMPLIANCE WITH EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS

MAYOR'S ORDER 85-85, EFFECTIVE JUNE 10, 1985, AND THE RULES IMPLEMENTING MAYOR'S ORDER 85-85, 33 DCR 4952, (PUBLISHED AUGUST 15, 1986), "ON COMPLIANCE WITH EQUAL OPPORTUNITY REQUIREMENTS IN DISTRICT GOVERNMENT CONTRACTS," ARE HEREBY INCLUDED AS PART OF THIS BID/PROPOSAL. THEREFORE, EACH BIDDER/OFFEROR SHALL INDICATE BELOW THEIR WRITTEN COMMITMENT TO ASSURE COMPLIANCE WITH MAYOR'S ORDER 85-85 AND THE IMPLEMENTING RULES. FAILURE TO COMPLY WITH THE SUBJECT MAYOR'S ORDER AND THE IMPLEMENTING RULES SHALL RESULT IN REJECTION OF THE RESPECTIVE BID/PROPOSAL.

I, LANETTA D. AGNEW, THE AUTHORIZED REPRESENTATIVE OF D.C. TUTORS FOR KIDS, HEREINAFTER REFERRED TO AS "THE CONTRACTOR," CERTIFY THAT THE CONTRACTOR IS FULLY AWARE OF ALL OF THE PROVISIONS OF MAYOR'S ORDER 85-85, EFFECTIVE JUNE 10, 1985, AND OF THE RULES IMPLEMENTING MAYOR'S ORDER 85-85, 33 DCR 4952. I FURTHER CERTIFY AND ASSURE THAT THE CONTRACTOR WILL FULLY COMPLY WITH ALL APPLICABLE PROVISIONS OF THE MAYOR'S ORDER AND IMPLEMENTING RULES IF AWARDED THE D.C. GOVERNMENT REFERENCED BY THE CONTRACT NUMBER ENTERED BELOW. FURTHER, THE CONTRACTOR ACKNOWLEDGES AND UNDERSTANDS THAT THE AWARD OF SAID CONTRACT AND ITS CONTINUATION ARE SPECIFICALLY CONDITIONED UPON THE CONTRACTOR'S COMPLIANCE WITH THE ABOVE-CITED ORDER AND RULES.

DC Tutors for Kids
CONTRACTOR

Lanetta D. Agnew
NAME

Lanetta D. Agnew
SIGNATURE

Program Coordinator
TITLE

CONTRACT NUMBER

May 5, 2008
DATE

EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER INFORMATION REPORT

GOVERNMENT OF THE DISTRICT OF COLUMBIA DC Office of Contracting and Procurement Employer Information Report (EEO)	Reply to: Office of Contracting and Procurement 441 4 th Street, NW, Suite 700 South Washington, DC 20001
Instructions: Two (2) copies of DAS 84-404 or Federal Form EEO-1 shall be submitted to the Office of Contracting and Procurement. One copy shall be retained by the Contractor.	
Section A - TYPE OF REPORT	
1. Indicate by marking in the appropriate box the type of reporting unit for which this copy of the form is submitted (MARK ONLY ONE BOX)	
Single Establishment Employer (1) <input checked="" type="checkbox"/> Single-establishment Employer Report	Multi-establishment Employer: (2) <input type="checkbox"/> Consolidated Report (3) <input type="checkbox"/> Headquarters Report (4) <input type="checkbox"/> Individual Establishment Report (submit one for each establishment with 25 or more employees) (5) <input type="checkbox"/> Special Report
1. Total number of reports being filed by this Company. <u>1</u>	
Section B - COMPANY IDENTIFICATION (To be answered by all employers)	
1. Name of Company which owns or controls the establishment for which this report is filed DC Tutors for Kids	OFFICIAL USE ONLY
Address (Number and street) 4001 Marlboro Place NW	City or Town Washington
b. Employer Identification No. [REDACTED]	Country State Zip Code DC 20011
2. Establishment for which this report is filed	
a. Name of establishment DC Tutors for Kids	
Address (Number and street) 4001 Marlboro Pl NW	City or Town Washington
b. Employer Identification No. [REDACTED]	Country State Zip Code DC 20011
3. Parent of affiliated Company N/A	
a. Name of parent or affiliated Company	b. Employer Identification No. [REDACTED]
Address (Number and Street)	City or Town Country State Zip Code
Section C - ESTABLISHMENT INFORMATION	
1. Is the location of the establishment the same as that reported last year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Did not report last year <input type="checkbox"/> Report on combined basis	
2. Is the major business activity at this establishment the same as that reported last year? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> No report last year <input type="checkbox"/> Reported on combined basis	
2. What is the major activity of this establishment? (Be specific, i.e., manufacturing steel castings, retail grocer, wholesale plumbing supplies, title insurance, etc. Include the specific type of product or service provided, as well as the principal business or industrial activity.) Tutoring	
3. MINORITY GROUP MEMBERS: Indicate if you are a minority business enterprise (50% owned or 51% controlled by minority members). African American Female <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

DAS 84-404

(Replaces D.C. Form 2640.9 Sept. 74 which is Obsolete)

84-2P891

R(a)(6)

SUBCONTRACT SUMMARY FORM

N/A

BIO NO. _____ CCB NUMBER: _____ of _____ pages

CCB NUMBER:

_____ of _____ pages

AMOUNT OF PRIME CONTRACT: \$ _____
 AMOUNT OF ALL SUBCONTRACTS: \$ _____ equals
 _____% OF THE PRIME CONTRACT.

ADDRESS:

PROJECT DESCRIPTIONS:

PROJECT DESCRIPTIONS:


PROJECT DESCRIPTIONS:

WARD NO.: _____

[illegible]

TOTAL DOLLAR AMOUNT SUBCONTRACTED TO *MINORITY BUSINESS ENTERPRISES. \$ _____

PERCENT OF PRIME CONTRACT. _____%

SOLICITATION, OFFER, AND AWARD				1. Caption Passport to Work Summer Youth Program		Page of Pages 1 58	
2. Contract Number		3. Solicitation Number DCCF-2008-R-0007		4. Type of Solicitation <input type="checkbox"/> Sealed Bid (IFB) <input checked="" type="checkbox"/> Sealed Proposals (RFP) <input type="checkbox"/> Sole Source <input type="checkbox"/> Emergency		5. Date Issued 3/3/2008	
						6. Type of Market <input checked="" type="checkbox"/> Open <input type="checkbox"/> Set Aside <input type="checkbox"/> Open Market with Set-Aside SBE Designated Category:	
7. Issued By: Office of Contracting and Procurement, Group II 441 4th Street, NW, Suite 700 South Washington, DC 20001				8. Address Offer to: Office of Contracting and Procurement 441 4th Street, NW, Suite 703 South (Bid Room) WASHINGTON, DC 20001 ATTN: Mr. Lafayette Smith, Contracting Officer, Group II			
NOTE: In sealed bid solicitations "offer" and offeror" means "bid" and "bidder"							
SOLICITATION							
9. Sealed offers in original and 5 copies for furnishing the supplies or services in the Schedule will be received at the place specified in Item 8, or if hand carried to the bid counter located at SEE BLOCK 8 ABOVE until 2:00 PM local time 3-Apr-08 (Hour) (Date)							
CAUTION: Late Submissions, Modifications and Withdrawals: See 27 DCMR chapters 15 & 16 as applicable. All offers are subject to all terms & conditions contained in this solicitation.							
10. For Information Contact		A. Name Dorene Brown		B. Telephone (Area Code) 202 (Number) 724-5185 (Ext)		C. E-mail Address dorene.brown@dc.gov	
11. Table of Contents							
(X)	Section	Description	Page No.	(X)	Section	Description	Page No.
PART I - THE SCHEDULE				PART II - CONTRACT CLAUSES			
X	A	Solicitation/Contract Form	1	X	I	Contract Clauses	29-34
X	B	Supplies or Services and Price/Cost	2	PART III - LIST OF DOCUMENTS, EXHIBITS AND OTHER ATTACHMENTS			
X	C	Specifications/Work Statement	3-10	X	J	List of Attachments	35
x	D	Packaging and Marking	11	PART IV - REPRESENTATIONS AND INSTRUCTIONS			
X	E	Inspection and Acceptance	12				
X	F	Deliveries or Performance	13	X	K	Representations, certifications and other statements of offerors	36-38
X	G	Contract Administration Data	14-19	X	L	Instructions, conditions & notices to offerors	39-47
X	H	Special Contract Requirements	20-28	X	M	Evaluation factors for award	48-58
OFFER							
12. In compliance with the above, the undersigned agrees, if this offer is accepted within 120 calendar days from the date for receipt of offers specified above, to furnish any or all items upon which prices are offered at the price set opposite each item, delivered at the designated point(s), within the time specified herein.							
13. Discount for Prompt Payment		10 Calendar days %		20 Calendar days %		30 Calendar days %	
						Calendar days %	
14. Acknowledgement of Amendments (The offeror acknowledges receipt of amendments to the SOLICITATION):				Amendment Number		Date	
15A. Name and Address of Offeror DC Tutors for Kids 4001 Marlboro Place, NW Washington, DC 20011				16. Name and Title of Person Authorized to Sign Offer/Contract Lanetta D. Agnew Program Coordinator			
15B. Telephone (Area Code) (Number) (Ext)		15 C. Check if remittance address is different from above - Refer to Section G		17. Signature 		18. Offer Date 6/2/08	
AWARD (TO BE COMPLETED BY GOVERNMENT)							
19. Accepted as to Items Numbered				20. Amount		21. Accounting and Appropriation	

AMENDMENT OF SOLICITATION / MODIFICATION OF CONTRACT		1. Contract Number		Page of Pages 1 2	
2. Amendment/Modification Number DCCF-2008-R-0007-004		3. Effective Date May 30, 2008		4. Requisition/Purchase Request No.	
5. Solicitation Caption Passport to Work Youth Program					
6. Issued by: Office of Contracting and Procurement 441 4 th Street, NW, Suite 700S Washington, DC 20001		Code		7. Administered by (If other than line 6) Department of Employment Services 625 H Street, NE, 1 st Floor Washington, DC 20002	
8. Name and Address of Contractor (No. street, city, county, state and zip code)		X		9A. Amendment of Solicitation No. DCCF-2008-R-0007	
				9B. Dated (See Item 11) 4/3/08	
				10A. Modification of Contract/Order No.	
				10B. Dated (See Item 13)	
Code		Facility			
11. THIS ITEM ONLY APPLIES TO AMENDMENTS OF SOLICITATIONS					
<input type="checkbox"/> The above numbered solicitation is amended as set forth in item 14. The hour and date specified for receipt of Offers <input checked="" type="checkbox"/> is extended. <input type="checkbox"/> is not extended. Offers must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation or as amended, by one of the following methods: (a) By completing items 8 and 15, and returning _____ copies of the amendment; (b) By acknowledging receipt of this amendment on each copy of the offer submitted; or (c) BY separate letter or fax which includes a reference to the solicitation and amendment number. FAILURE OF YOUR ACKNOWLEDGMENT TO BE RECEIVED AT THE PLACE DESIGNATED FOR THE RECEIPT OF OFFERS PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER. If by virtue of this amendment you desire to change an offer already submitted, such may be made by letter or fax, provided each letter or telegram makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.					
12. Accounting and Appropriation Data (If Required)					
13. THIS ITEM APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS, IT MODIFIES THE CONTRACT/ORDER NO. AS DESCRIBED IN ITEM 14					
A. This change order is issued pursuant to (Specify Authority): The changes set forth in Item 14 are made in the contract/order no. in Item 10A.					
B. The above numbered contract/order is modified to reflect the administrative changes (such as changes in paying office, appropriation data etc.) set forth in Item 14, pursuant to the authority of 27 DCMR, Chapter 36, Section 3601.2.					
C. This supplemental agreement is entered into pursuant to authority of:					
D. Other (Specify type of modification and authority)					
E. IMPORTANT: Contractor <input type="checkbox"/> is not <input checked="" type="checkbox"/> is required to sign this document and return _____ copies to the issuing office.					
14. Description of Amendment/Modification (Organized by UCF Section headings, including solicitation/contract subject matter where feasible.)					
Solicitation DCCF-2008-F-0007 is hereby amended as follows:					
A. The District intends to award Indefinite Delivery/Indefinite Quantity (IDIQ) contracts. The contract type stated in B.2.2 and F.1 is corrected to reflect that the contracts will be IDIQ with fixed unit rates per participant.					
B. The District will accept proposals for minimum quantities less than the 100 youth and for programs less than ten weeks in duration.					
Except as provided herein, all terms and conditions of the document is referenced in Item 9A or 10A remain unchanged and in full force and effect.					
15A. Name and Title of Signer (Type or print) Lanetta Agnew, Program Coordinator		16A. Name of Contracting Officer Cezna Robinson			
15B. Name of Contractor Lanetta Agnew		15C. Date Signed 6/2/08		16B. District of Columbia Cezna Robinson	
(Signature of person authorized to sign)				(Signature of Contracting Officer)	
				16C. Date Signed 5/30/08	

AMENDMENT OF SOLICITATION / MODIFICATION OF CONTRACT			1. Contract Number	Page of Pages	
				2	2
2. Amendment/Modification Number	3. Effective Date	4. Requisition/Purchase Request No.	5. Solicitation Caption		
DCCF-2008-R-0007-004	May 30, 2008		Passport to Work Youth Program		
<p>C. Section C.4.1.2 is revised to read:</p> <p>" The Contractor's personnel who will have direct contact with youth must submit to a fingerprint-based criminal background check conducted prior to performing services under the contract. The Contractor shall maintain the results of the background check in its personnel files. As mandated by the "Child and Youth, Safety and Health Omnibus Amendment Act of 2005", each criminal background check must be in accordance with Federal Bureau of Investigation policies and procedures and processed through the National Criminal Information Center. To see the complete text of the referenced Act, go to http://www.dccouncil.washington.dc.us."</p> <p>D. The first sentence in Section G.2.1 is revised to read as follows:</p> <p>The Contractor shall submit proper invoices upon completion of the Program.</p> <p>E. Section G.4.1 is revised to read as follows:</p> <p>"For satisfactory completion of services and submission of deliverables, the District will pay the contractor the fixed unit price per participant referred to the contractor by DOES as set forth in Section B.2 of the contract and in accordance with the terms of the contract upon presentation of a properly executed invoiced and authorized by the COTR."</p> <p>F. Sections G.4.2 through G.4.13 are deleted.</p> <p>G. The Wage Determination number referenced in Section H.2 is revised to read "Wage Determination 2005-2103 Rev. No. 5, dated May 8, 2008.</p> <p>H. Sections H.12 and H.13 are deleted.</p> <p>I. Section M.4.4 is revised to eliminate the points for Past Performance to be consistent with Section L.2.5.4. In view of this change, the total possible points as stated in Section M.4.5 is revised to read 102 points.</p>					

GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE CHIEF FINANCIAL OFFICER
OFFICE OF TAX AND REVENUE



TAX CERTIFICATION AFFIDAVIT

THIS AFFIDAVIT IS TO BE COMPLETED ONLY BY THOSE WHO ARE REGISTERED TO CONDUCT BUSINESS IN THE DISTRICT OF COLUMBIA.

Date: May 5, 2008

Name of Organization/Entity: DC Tutors for Kids

Address: 4001 Marlboro Place, NW

Business Telephone No.: 202-829-0490

Principal Officer:

Name: Lanetta D. Agnew Title: Program Coordinator

Soc. Sec. No.: [REDACTED]

Federal Identification No.: _____

Contract No.: 202-829-0490

Unemployment Insurance Account No.: N/A

I hereby certify that:

1. I have complied with the applicable tax filing and licensing requirements of the District of Columbia.
2. The following information is true and correct concerning tax compliance for the following taxes for the past five (5) years:

District:	Sales and Use	Current	Not Current	Not Applicable
	()	()	()	(x)
	Employer Withholding	()	()	(x)
	Ball Park Fee	()	()	(x)
	Corporation Franchise	()	()	(x)
	Unincorporated Franchise	()	()	(x)
	Personal Property	()	()	(x)
	Real Property	(x)	()	(x)
	Individual Income	(x)	()	()

The Office of Tax and Revenue is hereby authorized to verify the above information with the appropriate government authorities. The penalty for making false statements is a fine not to exceed \$5,000.00, imprisonment for not more than 180 days, or both, as prescribed by D.C. Official Code § 47-4106.

This affidavit must be notarized and becomes void if not submitted within 90 days of the date notarized.

Lanetta Agnew
Signature of Authorizing Agent
Lanetta Agnew
Print Name

Program Coordinator
Title

Notary: DISTRICT OF COLUMBIA, ss:

Subscribed and sworn before me this 3rd day of June 2008 Month and Year

Notary Public: [Signature]

My Commission Expires: 3/14/12

R(a)(6)

FIRST SOURCE EMPLOYMENT AGREEMENT

Contract Number: _____

Contract Amount: _____

Project Name: DC Tutors for Kids Passport to Work Summer Program

Project Address: 700 Monroe St, NE Ward: _____

Nonprofit Organization with 50 Employees or Less: (Yes) _____ (No) x

This First Source Employment Agreement, in accordance with D. C. Law 14-24, D.C. Law 5-93, and Mayor's Order 83-265 for recruitment, referral, and placement of District of Columbia residents, is between the District of Columbia Department of Employment Services, hereinafter referred to as DOES, and DC Tutors for Kids, hereinafter, referred to as EMPLOYER. Under this Employment Agreement, the EMPLOYER will use DOES as its first source for recruitment, referral, and placement of new hires or employees for the new jobs created by this project and will hire 51% District of Columbia residents for all new jobs created, as well, as 51% of apprentices employed in connection with the project shall be District residents registered in programs approved by the District of Columbia Apprenticeship Council.

I. GENERAL TERMS

- A. The EMPLOYER will use DOES as its first source for the recruitment, referral and placement of employees.
- B. The EMPLOYER shall require all contractors and subcontractors, with contracts totaling \$100,000 or more, to enter into a First Source Employment Agreement with DOES.
- C. DOES will provide recruitment, referral and placement services to the EMPLOYER subject to the limitations set out in this Agreement.
- D. DOES participation in this Agreement will be carried out by the Office of the Director, with the Office of Employer Services, which is responsible for referral and placement of employees, or such other offices or divisions designated by DOES.

- E. This Agreement shall take effect when signed by the parties below and shall be fully effective for the duration of the contract and any extensions or modifications to the contract.
- F. This Agreement shall not be construed as an approval of the EMPLOYER'S bid package, bond application, lease agreement, zoning application, loan, or contract/subcontract.
- G. DOES and the EMPLOYER agree that for purposes of this Agreement, new hires and jobs created (both union and nonunion) include all EMPLOYER'S job openings and vacancies in the Washington Standard Metropolitan Statistical Area created as a result of internal promotions, terminations, and expansions of the EMPLOYER'S workforce, as a result of this project, including loans, lease agreements, zoning applications, bonds, bids, and contracts.
- H. For purposes of this Agreement, apprentices as defined in D.C. Law 2-156, as amended, are included.
- I. The EMPLOYER shall register an apprenticeship program with the D.C. Apprenticeship Council for construction or renovation contracts or subcontracts totaling \$500,000 or more. This includes any construction or renovation contract or subcontract signed as the result of, but is not limited to, a loan, bond, grant, Exclusive Right Agreement, street or alley closing, or a leasing agreement of real property for one (1) year or more.
- J. All contractors who contract with the Government of the District of Columbia to perform information technology work with a single contract or cumulative contracts of at least \$500,000, let within any twelve (12) month period shall be required to register an apprenticeship program with the District of Columbia Apprenticeship Council.
- K. The term "information technology work" shall include, but is not limited to, the occupations of computer programmer, programmer analyst, desktop specialist, technical support specialist, database specialist, network support specialist, and any other related occupations as the District of Columbia Apprenticeship Council may designate by regulation.

II. RECRUITMENT

- A. The EMPLOYER will complete the attached Employment Plan, which will indicate the number of new jobs projected, salary range, hiring dates, and union requirements. The EMPLOYER will notify DOES of its specific need for new employees as soon as that need is identified.

- B. Notification of specific needs, as set forth in Section II.A. must be given to DOES at least five (5) business days (Monday - Friday) before using any other referral source, and shall include, at a minimum, the number of employees needed by job title, qualification, hiring date, rate of pay, hours of work, duration of employment, and work to be performed.
- C. Job openings to be filled by internal promotion from the EMPLOYER'S current workforce need not be referred to DOES for placement and referral.
- D. The EMPLOYER will submit to DOES, prior to starting work on the project, the names, and social security numbers of all current employees, including apprentices, trainees, and laid-off workers who will be employed on the project.

III. REFERRAL

DOES will screen and refer applicants according to the qualifications supplied by the EMPLOYER.

IV. PLACEMENT

- A. DOES will notify the EMPLOYER, prior to the anticipated hiring dates, of the number of applicants DOES will refer. DOES will make every reasonable effort to refer at least two qualified applicants for each job opening.
- B. The EMPLOYER will make all decisions on hiring new employees but will in good faith use reasonable efforts to select its new hires or employees from among the qualified persons referred by DOES.
- C. In the event DOES is unable to refer the qualified personnel requested, within five (5) business days (Monday - Friday) from the date of notification, the EMPLOYER will be free to directly fill remaining positions for which no qualified applicants have been referred. Notwithstanding, the EMPLOYER will still be required to hire 51% District residents for the new jobs created by the project.
- D. After the EMPLOYER has selected its employees, DOES will not be responsible for the employees' actions and the EMPLOYER hereby releases DOES, and the Government of the District of Columbia, the District of Columbia Municipal Corporation, and the officers and employees of the District of Columbia from any liability for employees' actions.

V. TRAINING

DOES and the EMPLOYER may agree to develop skills training and on-the-job training programs; the training specifications and cost for such training will be mutually agreed upon by the EMPLOYER and DOES and set forth in a separate Training Agreement.

VI. CONTROLLING REGULATIONS AND LAWS

- A. To the extent this Agreement is in conflict with any labor laws or governmental regulations, the laws or regulations shall prevail.
- B. DOES will make every effort to work within the terms of all collective bargaining agreements to which the EMPLOYER is a party.
- C. The EMPLOYER will provide DOES with written documentation that the EMPLOYER has provided the representative of any involved collective bargaining unit with a copy of this Agreement and has requested comments or objections. If the representative has any comments or objections, the EMPLOYER will promptly provide them to DOES.

VII. EXEMPTIONS

- A. Contracts, subcontracts or other forms of government-assistance less than \$100,000.
- B. Employment openings the contractor will fill with individuals already employed by the company.
- C. Job openings to be filled by laid-off workers according to formally established recall procedures and rosters.
- D. Suppliers located outside of the Washington Standard Metropolitan Statistical Area and who will perform no work in the Washington Standard Metropolitan Statistical Area.

VIII. AGREEMENT MODIFICATIONS, RENEWAL, MONITORING, AND PENALTIES

- A. If, during the term of this Agreement, the EMPLOYER should transfer possession of all or a portion of its business concerns affected by this Agreement to any other party by lease, sale, assignment, merger, or otherwise, the EMPLOYER as a condition of transfer shall:
 - 1. Notify the party taking possession of the existence of the EMPLOYER'S Agreement.
 - 2. Notify the party taking possession that full compliance with this Agreement is required in order to avoid termination of the project.

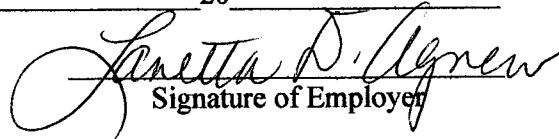
3. EMPLOYER shall, additionally, advise DOES within seven (7) business/calendar days of the transfer. This advice will include the name of the party taking possession and the name and telephone of that party's representative.
- B. DOES shall monitor EMPLOYER'S performance under this Agreement. The EMPLOYER will cooperate in DOES' monitoring effort and will submit a Contract Compliance Form to DOES monthly.
- C. To assist DOES in the conduct of the monitoring review, the EMPLOYER will make available payroll and employment records for the review period indicated.
- D. If additional information is needed during the review, the EMPLOYER will provide the requested information to DOES.
- E. With the submission of the final request for payment from the District, the EMPLOYER shall:
 1. Document in a report to the Contracting Officer its compliance with the requirement that 51% of the new employees hired by the project be District residents; or
 2. Submit a request to the Contracting Officer for a waiver of compliance with the requirement that 51% of the new employees hired by the project be District residents and include the following documentations:
 - a. Material supporting a good faith effort to comply;
 - b. Referrals provided by DOES and other referral sources; and
 - c. Advertisement of job openings listed with DOES and other referral sources.
- F. The Contracting Officer may waive the requirement that 51% of the new employees hired by the project be District residents, if the Contracting Officer finds that:
 1. A good faith effort to comply is demonstrated by the contractor;
 2. The EMPLOYER is located outside the Washington Standard Metropolitan Statistical Area and none of the contract work is performed inside the Washington Standard Metropolitan Statistical Area;

The Washington Standard Metropolitan Statistical Area includes the District of Columbia, the Virginia Cities of Alexandria, Falls Church, Manassas, Manassas Park, Fairfax, and Fredericksburg; the Virginia Counties of Fairfax, Arlington, Prince William, Loudon, Stafford, Clarke, Warren, Fauquier, Culpeper, Spotsylvania, and King George; the Maryland Counties of Montgomery, Prince Georges, Charles, Frederick, and Calvert; and the West Virginia Counties of Berkeley and Jefferson.

3. The EMPLOYER enters into a special workforce development training or placement arrangement with DOES; or
4. DOES certifies that insufficient numbers of District residents in the labor market possess the skills required by the positions created as a result of the contract.
- G. Willful breach of the First Source Employment Agreement by the EMPLOYER, or failure to submit the Contract Compliance Report, or deliberate submission of falsified data, may be enforced by the Contracting Officer through imposition of penalties, including monetary fines of 5% of the total amount of the direct and indirect labor costs of the contract.
- H Nonprofit organizations with 50 or less employees are exempted from the requirement that 51% of the new employees hired on the project be District residents.
- I. The EMPLOYER and DOES, or such other agent as DOES may designate, may mutually agree to modify this Agreement.
- J. The project may be terminated because of the EMPLOYER'S non-compliance with the provisions of this Agreement.
- IX. Is your firm a certified Local, Small, Disadvantaged Business Enterprise (LSDBE)?
YES NO
If yes, certification number: application pending
- X. Do you have a registered Apprenticeship program with the D.C. Apprenticeship Council?
YES ☒ NO
If yes, D.C. Apprenticeship Council Registration Number: _____
- XI. Indicate whether your firm is a subcontractor on this project: YES ☒ NO
If yes, name of prime contractor: _____

Dated this _____ day of _____ 20_____

Signature Dept. of Employment Services


Signature of Employer

DC Turors for Kids
Name of Company

4001 Marlboro Place, NW
Address

Address

202-829-0490
Telephone

Telephone

lanetdenise@yahoo.com
E-mail

E-mail

SECTION B: SUPPLIES OR SERVICES AND PRICE/COSTS

B.1 INTRODUCTION

B.1.1 The Government of the District of Columbia, Office of Contracting and Procurement (OCP) on behalf of the Department of Employment Services (DOES) is seeking contractors to design and implement a ten (10) week project-based learning program that includes academic enrichment, career exploration, work readiness and leadership skills training for approximately 6,500 District youth 14 to 18 years of age, pursuant to the District's Youth Employment Services Initiative Amendment Act of 2005. Historically, the District's cost per participant has not exceeded \$1,200.00.

B.2 PRICE SCHEDULE – INDIFINITE DELIVERY INDIFINITE QUANTITY (IDIQ) WITH FIXED UNIT PRICES.

B.2.1 The Contractor shall provide a Summer Youth Program in accordance with "Section C – Service Description and Scope of Service" to be contained in the awarded contract. The Price Schedule is outlined in the Schedule below:

B.2.2 The District contemplates awarding multiple cost reimbursement Indefinite Delivery Indefinite Quantity (IDIQ) contracts.

Base Period -Date of Award through September 30, 2008

Contract Line Item No. (CLIN)	ITEM DESCRIPTION	UNIT	MIN QUANTITY	MAX QUANTITY	PRICE PER UNIT	TOTAL PRICE
0001	Design and implement a ten (10) week project-based learning Summer Youth Program that provides academic enrichment, career exploration, work readiness and leadership skills training.	Each	100	100	\$ 3,348	\$ 334,824

B.2.2 **CLIN 0001-** The Contractor's price shall constitute only those cost associated with the direct youth training element of the program and those cost associated with the administration of the program. See the Project Component Budget Summary Sheets in Section J, J.2.5. See G.4.5 for CLIN 0001

Contractor's Technical BAFO

DC Tutors for Kids
P.O. Box 9696
Washington, DC 20016
Telephone: (202) 829-0490
Fax: (202) 829-0487

June 2, 2008

Proposal in Response to Solicitation No. DCCF-2008-R-0007
DC Tutors for Kids
Lanetta Agnew
Owner/Director

Part 1 Technical Proposal

a. Technical Approach

Overall approach to the project

DC Tutors for Kids offers a eight week Passport to Work Summer Youth Program with a strict hands-on approach combing fun and excitement to the learning process. With over seven years experience working with at risk youth, individuals with learning disabilities, low income and adjudicated youth, we have built a strong staff base consisting of special education teachers, counselors, therapist and professionals with years of experience working with these disadvantage populations. The summer program will reinforce the students' learning by interweaving academic enrichment, career exploration, work readiness and leadership skills training in a format students will find engaging and fun. Our youth will learn self-reliance, competition and have pride in their achievements. Detail lesson plans offer the instructors comprehensive instructions and the tools they need to ensure success. Our goal is to accommodate each student at their level of proficiency. Therefore, we will have our reading specialist and math specialist available for one-on-one support, if needed.

Project management methodology and plan

DC Tutors for Kids project management methodology and plan is to assign an experienced staff member the responsibility of project management and to utilize software and other appropriate tools to help prioritize tasks and to track goals and deliverables.

Organizational Plan

The Program Coordinator will be the lead contact. There are five supervisors well versed in the DC Tutors for Kids philosophy and available to mentor and provide guidance to counselors, counselors' aides and students. Our four counselors will demonstrate teamwork, leadership and have a personal dedication to the youth of the District of Columbia. Five counselors' aides will add support to the various teams. An organizational chart is attached.

Communications Plan

DC Tutors for Kids believes that communications is the key element to realizing success. Staff will be trained on administrative procedures and other relevant policies and guidelines. Weekly staff meetings are held and staff is required to provide written summary weekly on the accomplishments. All unusual events or issues are communicated immediately to the Program Coordinator and a written summary is provided within 24 hours. Staff and students have access to supervisors at all times throughout the program.

Project Controls

The Program will run a strict course that results in students completing a series of exercises that will cumulate into the finale during the final program week. Instructors and supervisors will monitor progress on a weekly basis to ensure that students stay on track. Supervisors will intervene, if needed to ensure success and each student realizes his or her full potential in the program.

Description of deliverables

Our three workshops offer project-based learning experiences that are fun and exciting while focusing on growth-industry sectors:

Business/Financial:	Entrepreneurship and Student Run Business
Business/Entertainment:	Go Kart Construction and Race
Media/Publication/ Communications:	Writers Workshop – Short Stories and Poetry

Timeframes for completion of tasks

We have attached a weekly schedule that details the various tasks and assignments that students will complete over the eight week summer program. Each task is slated to be completed within the timeframe specified in the weekly schedule.

Describe the component activities to be completed to accomplish each task specified in C

We have attached a weekly schedule that details the various activities, assignments, and tasks that will result in the students achieving the expected results—academic enrichment, career exploration, work-readiness and leadership skills.

Specify the service level and instructor/supervisor to participant ratio

- DC Tutors for Kids Passport to Work Summer Youth Program will serve 100 youth who are 16 to 18 years of age. The 100 participants are divided between the three workshops as follows: 1) Go-Kart - 40 participants, 2) writing workshop - 30 participants and 3) entrepreneur workshop - 30 participants.
- Staff levels will be maintained at the levels prescribed in the guidelines. We will maintain a 1:25 counselor to student ratio and 1:20 supervisor to student ratio, at a minimum. Additionally, we will employ counselors' aides and special education teachers to help support at risk youth and other youth who need additional academic support.

Submit curriculum and describe and list the facilities

The arithmetic, reading and writing curriculums will be designed to augment and support the data, literature, and other information ascertained under the three unique workshops. For example, students will write a manual for constructing a go kart. The math, reading and writing assignments will support the students in this effort. The math instructions will focus on measurements, word problems, etc. as it relates to building go karts. Writing assignments will support the students preparation of the manual, ensuring document is grammatically correct, spelling, subject verb agreement, etc. The students will use the manual as their reading tool to support their reading assignments. For the Writers Workshop – Short Stories and Poetry students will refine their writing skills and reading skills. For the math assignments students will paginate documents and explore the business of publishing. Entrepreneurship and Student Run Business will use reading and writing skills to research opportunities. Math skills will focus on analytical calculations, such as cost benefit analysis, return on investment ratio, debt to income ratio, etc.

The DC Tutors for Kids Passport to Work Summer Youth Program will take place at the ABC Bilingual Community Academy, 209 Upshur Street, NW, Washington, DC 20011. Students will enjoy a classroom setting.

Youth participating in the Go Kart Construction and Race Workshop will also obtain instructions at the Go Kart Track, 4300 Kenilworth Avenue, Bladensburg, MD 20710. Students will work next to go kart mechanics and learn to build go karts, develop an appreciation for road safety, develop their go kart driving techniques and have fun while learning new skills.

Supplies

- Writing pads, portfolio 8-1/2 x 11, pens, pencils, paper, eraser, markers, highlighters, staples
- Tee shirts
- Supply pouch (plastic)
- Pencil sharpener
- First aid kit (3 each)
- File folders
- Calculator (3 each)
- Clip boards / white paper
- Butcher block paper
- Hall passes
- Poster Board

Equipment

- Audio Visual equipment
- Computers

- Lap top
- Video camera

Materials

- Inventory – dependent upon students selection of the types of business selected

b. Technical Expertise

Our program leverages a number of corporations in the private sector. For example, the youth will obtain an experience of a lifetime working behind scenes with a mechanic learning to build and operate go karts just like the ones currently used in the go kart business. To accomplish this, DC Tutors for Kids partnered with the Go Kart Track Company. Students running their own business will purchase goods from a wholesaler, manufacture the goods and rent store space in a local mall to sell their wares. Our future writers will self publish a book of their poetry and short stories. They will also submit poems and stories to our local newspapers and national magazines.

Staffing Plan

- Orientation and training will be provided to all staff members with respect to administrative procedures, and other relevant policies and guidelines
- Staff levels will be maintained at the levels prescribed in the guidelines. We will maintain a 1:25 counselor to student ratio and 1:20 supervisor to student ratio. Additionally, we will employ counselors' aides and special education teachers to help support at risk youth and our children who need additional academic support.
- To ensure staff possesses adequate training, we will obtain copies of certifications and licenses. To ensure staff is competent and sensitive in providing treatment to persons of diverse cultural backgrounds, and responsive to the needs of minority individuals, we will conduct reference checks and review staff previous work experience.
- Individual personnel files will be maintained for each staff person that will be accessible to the COTR upon request. The following documents will be kept in the personnel file:
 - Employment application
 - Personal and professional references
 - Applicable licenses
 - Credentials
 - Certificates
 - Personnel actions including time records
 - Documentation of all training received
 - Notation of any allegations of professional or other misconduct and actions with respect to the allegations
 - Dates and reason if terminated from employment

Part 2 Representations, Certifications and other Statements of Offers

- a. Section K – Representations, certifications and other statements
- b. LSDBE Certification (application pending)
- c. E.E.O. Information
- d. Page one (1) of the solicitation
- e. All amendments to the solicitation
- f. Tax Certification Affidavit
- g. First Source Employment Agreement
- h. Section J.1.2 Experience Questionnaire

Part 3 Price Proposal

- a. Section B – Supplies and Services and Price
- b. Project Component Budget Summary Sheet

Go Kart Construction and Race Weekly Schedule

Week One

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will receive an overview of the summer program rules and regulations, as well as the consequences that will result from breaking program rules
- Supplies will be disseminated to each students
- Students will prepare a written essay on what they want to get out of the workshop and verbally share their expectations with the counsels and other students
- Students will write and execute contract with DC Tutors for Kids Passport to Work Summer Youth Program agreeing to abide by the rules and to give 100% to the program
- Students will visit the go kart track to meet mechanic and get overview of rules, regulations and what to expect over the nine week period while at the track. Students will take copious notes which are reviewed the next day in class.
- Classroom instructions on note taking
- Counselor will use the notes from the track to augment reading, writing and math assignments
- Students will learn about minority race car drivers and compare the differences in society during the times of the minority race driver and society today. What were some of the positive character traits that the race car driver possess that could be helpful in today's society
- Volunteer Friday – take boat to clean Potomac and learn about watershed and tour the Blue Ridge water treatment plant

Week Two

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will visit go kart track twice a week where they are working directly with the go kart mechanic to build a go cart
- Students will discuss driving safety rules
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will practice driving the go karts
- Guess speaker to discuss driver safety
- Visit the museum (air and space) and write about experience

Week Three

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will visit go kart track twice a week where they are working directly with the go kart mechanic to build a go cart

- Students continue to practice driving the go karts and honing their driving skills
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will begin putting together an instruction manual based on the notes taken from class and their experience to date building the go kart
- Students will learn the proper uses of various mechanic's tools
- Visit auto mechanics shop and learn about the mechanic's job
- Volunteer Friday - help plant trees or other event
- Talk by park rangers to keep parks clean and safe. Learning how to prevent forest fires

Week Four

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will visit go kart track twice a week where they are working directly with the go kart mechanic to build a go kart
- Students continue to practice driving go karts and honing their driving skills
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will continue writing an instruction manual for building a go kart
- Check internet to determine how many mechanics job opening they can find and what is the salary range for mechanics
- Visit Walter Reed and talk to soldiers about their experience and how it has impacted their thoughts on what is happening today in Iraq

Week Five

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Visit go kart track twice a week to work with go kart mechanic
- Practice driving the go karts and honing driving skills
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will continue preparing instruction manual based on their notes from the mechanic
- Visit Frederick Douglas House write about this famous African American and his contribution to the world

Week Six

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Visit go kart track twice a week
- All students will obtain the necessary skill and proficiency to build a go kart
- Mechanic will work with students that require additional instructions
- Students continue to practice driving the go karts and honing their driving skills

- Students review the notes with the counselor and other students that will be used as part of the reading, writing and math assignments
- Continue working on instruction manual
- Students begin to plan final race, write rules for the race and select committee to organize the event
- Visit soldiers home and learn about this site and how it serves veterans. Clean duck pond and park area

Week Seven

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Visit go kart track twice a week where they are working directly with the go kart mechanic to build a go kart
- Students continue to practice driving the go karts and honing their driving skills
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will begin putting together an instruction manual based on the notes taken from class and their experience building the go kart
- Tour local colleges and universities—UDC, Howard, PG, George Washington. Students will prepare a college bound folder with the information they obtained during their tour

Week Eight

- Students edit and copy video tapes and photo album to be distributed to each student at the awards ceremony
- Students will visit go kart track twice a week where they are working directly with the go kart mechanic to build a go kart
- Students continue to practice driving the go karts and honing their driving skills
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will begin putting together an instruction manual based on the notes taken from class and their experience building the go kart
- Students will learn the proper uses of various mechanic's tools
- Visit capitol, white house and monument

Week Nine

- Host the final go kart race
- Complete the instruction manual for assembling a go kart
- Visit spy museum and have lunch in downtown restaurant
- Go to Emery playground and learn about the history in ward 4 (soldiers camping out during war time at Emery playground)

Week Ten

- Host awards ceremony (get certificates and trophies and other awards)
- Students will write and discuss their experiences in this summer program. What did they like best about the different places they visited. Did this program influence what you would like to do later in life
- Students will receive video tapes of their summer experience with DC Tutors for Kids Passport to Work Youth Summer Program
- Visit the zoo and get behind the scene tour

Writers Workshop – Short Stories and Poetry Weekly Schedule

Week One

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will receive an overview of the summer program rules and regulations, as well as the consequences that will result from breaking program rules
- Supplies will be disseminated to each students
- Students will prepare a written essay on what they want to get out of the workshop and verbally share their expectations with the counsels and other students
- Students will write and execute contract with DC Tutors for Kids Passport to Work Summer Youth Program agreeing to abide by the rules and to give 100% to the program
- Students will learn about minority poets and writers
- Volunteer opportunity - take boat to clean Potomac, learn about watershed and tour the Blue Ridge water treatment plant
- Students will write poem and/or short story about cleaning the Potomac and the water treatment facility

Week Two

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Student will continue to discuss African American and other minority poets and writers
- Students will write poetry and short stories about discuss driving safety rules
- Students are required to take notes that will be reviewed and shared in the classroom as part of the reading, writing and math assignments
- Students will practice driving the go karts
- Guess speaker to discuss driver safety
- Students will visit the new museum about the news industry and write poems and/or short stores that have been inspired by the museum

Week Three

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will learn how to use desktop publishing software
- Students will learn about different writing styles
- Volunteer Friday - help plant trees or other event
- Talk by park rangers to keep parks clean and safe
- Student will use volunteer opportunity as inspiration for poems or short stories

Week Four

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will visit major newspaper to learn about its operations
- Students will begin to design cover and layout design for poetry / short story book
- Students learn about self-publishing as an option for writers to get their work published
- Visit Walter Reed and talk to soldiers about their experience and how it has impacted their thoughts on what is happening today in Iraq
- Students will write poems and/or short stories that are based on their experiences at Walter Reed

Week Five

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will continue discussion on self publishing book and all the requirements and expenditures associated with this effort
- Guess speaker to talk about job opportunities for writers
- Visit Frederick Douglas House write about this famous African American and his contribution to the world
- Students will submit their poems and short stories to newspapers and magazines for publication
- Write poems and/or short stories that are inspired by Frederick Douglas for inclusion in the book students are preparing

Week Six

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will select poems and short stories to include in book
- Lay out pages of the book
- Students will begin planning their poetry jam session
- Visit local Blacks in Wax Museum or Madam T. wax museum

Week Seven

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Finalize layout for self published poetry and short story book
- Students will practice on stage for their poetry reading event
- Tour local colleges and universities—UDC, Howard, PG, George Washington. Students will prepare a college bound folder with the information they obtained during their tour

Week Eight

- Students edit and copy video tapes and photo album to be distributed to each student at the awards ceremony
- Students will rehearse for their poetry reading jam session and select classmate to be master of ceremonies
- Visit capitol, white house and monument

Week Nine

- Host the poetry reading where students will recite their poetry or read their short stories
- Student body will vote on best performance to be announced at awards ceremony
- Visit spy museum and have lunch in downtown restaurant
- Go to Emery playground and learn about the history in ward 4 (soldiers camping out during war time at Emery playground)

Week Ten

- Host awards ceremony (get certificates and trophies and other awards)
- Students will write and discuss their experiences in this summer program. What did they like best about the different places they visited. Did this program influence what you would like to do later in life
- Students will receive video tapes of their summer experience with DC Tutors for Kids Passport to Work Youth Summer Program
- Visit the zoo and get behind the scene tour

Entrepreneurship and Student Run Business Weekly Schedule

Week One

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will receive an overview of the summer program rules and regulations, as well as the consequences that will result from breaking program rules
- Supplies will be disseminated to each students
- Students will prepare a written essay on what they want to get out of the workshop and verbally share their expectations with the counsels and other students
- Students will write and execute contract with DC Tutors for Kids Passport to Work Summer Youth Program agreeing to abide by the rules and to give 100% to the program
- Students lead discussion of their understanding of what it takes to run a business
- Volunteer to clean the Potomac; learn about watershed and tour the Blue Ridge water treatment plant
- Students will discuss from their perspective what it takes to run nonprofit that rely on volunteers verses a for profit and government sponsored entity that have paid staff

Week Two

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will learn about minority entrepreneur Madam C.J. Walker and inventor George Washington Carver
- Students will get an overview of the business cycle, debate contracting out the manufacturing process verses hiring staff to assemble product in house
- Review different costs associated with business, fixed costs, variable costs, overhead, etc.
- Students discuss today's economy and how it may impact their business (including high gas prices, increased unemployment, why are so many companies moving their manufacturing companies to China, etc.)
- Students decide what items they want to manufacture
- Begin preparing a business plan
- Students will visit the American history museum and discuss similarities and differences in marketing strategies between today and earlier years

Week Three

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Guest speaker from the SBA
- Students will begin implementing business plan
- Will design packaging for their goods

- Visit a wholesaler to purchase the raw materials
- Volunteer Friday - help plant trees at a local venue
- Student will discuss running a forestry operation

Week Four

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will manufacture (assemble) their product
- Students will continue implementing their business plan
- Student will finalize marketing strategy
- Visit Walter Reed and talk to soldiers about their experience and how it has impacted their thoughts on what is happening today in Iraq
- What impact does war have on business

Week Five

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will implement their marketing strategy, including:
 - Opening a store (kiosk) at local mall
 - Selling items on line
 - Visiting with retailers to market their goods
- Visit Frederick Douglas House write about this famous African American and his contribution to the world
- Visit the Anacostia Museum and students will inquire about selling their good through the museum's gift shop

Week Six

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will continue implement their marketing strategy, including:
 - Staff store (kiosk) at local mall
 - Sell items on line
 - Visit with retailers to market their goods
- Visit Blacks in Wax Museum or Madam T. wax museum

Week Seven

- Assign student team to handle photographing and video taping different activities accomplished during the week
- Students will implement their marketing strategy, including:
 - Staff store (kiosk) at local mall
 - Sell items on line
 - Visit with retailers to market their goods
- Tour local colleges and universities—UDC, Howard, PG, George Washington. Students will prepare a college bound folder with the information they obtained during the tour

Week Eight

- Students edit and copy video tapes and photo album to be distributed to each student at the awards ceremony
- Implement marketing strategy:
 - Staff store (kiosk) at local mall
 - Sell items on line
 - Visit with retailers to market item students' manufactured
- Visit capitol, white house and monument

Week Nine

- Implement marketing strategy:
 - Open store (kiosk) at local mall
 - Sell items on line
 - Visit retailers to market goods
- Students prepare financial statements
- Calculate their return on their investment
- Visit spy museum and have lunch in downtown restaurant
- Go to Emery playground and learn about the history in ward 4 (soldiers camping out during war time at Emery playground)

Week Ten

- Host awards ceremony (award certificates and trophies)
- Students will write and discuss their experiences in this summer program. What did they like best about the different places they visited? Did this program influence what you would like to do with your life? Would you like to come back to DC Tutors for Kids Passport to Work Summer Program?
- Students will receive video tapes of their summer experience
- Visit the zoo and get behind the scene tour

Job Descriptions

Program Coordinator
Office Administrator
Accountant
Supervisors
Counselors
Counselors Aids
Reading Specialist
Math Specialist
Office Administrator

Program Coordinator

Responsibilities and Duties

- Conduct program orientation for staff in accordance with Junior Achievement using the JA Success Skills curriculum
- Conduct orientation and training for all staff members on administrative procedures and other relevant policies and guidelines
- Hire qualified staff (instructors to participant ratio of (1:25) and supervisor to participant of (1:20)
- Ensure staff have all required certifications and licensing to meet the requirements of the solicitation
- Obtain a fingerprint-based criminal background check prior to starting work, as mandated by the "Child and Youth, Safety and Health Omnibus Amendment Act of 2005. In accordance with Federal Bureau of Investigation policies and procedures and processed through the National Criminal Information Center
- Ensure staff have clean criminal records or conviction for child abuse or molestation, sexual abuse, or rape
- Provide orientation and training for all staff members with respect to administrative procedures, and other relevant policies, procedures
- Attends and participate in DOES program orientation
- Notifies COTR in writing 3 days in advance of any changes of key personnel, when possible
- Report unusual incidents by FAX or telephone immediately upon the occurrence of the incident to the COTR no later than 24-hours or the next business day of the incident and in writing within three (3) days after the incident occurred
- Prepare and submit a closeout report to the COTR on the progress of the entire program thirty (30) days after contract end date. The report shall identify at a minimum, program success stories, outstanding awards awarded to participants, academic achievements, performance outcomes, failures, barriers, and recommendations for improvements.

Office Administrator

Responsibilities and Duties

- Maintain accurate time and attendance records bi-weekly of program participants
- Submit payroll to the Contracting Officer's Technical Representative (COTR)

- Maintain an individual personnel file for each staff member. Files to include following documents:
 - Employment application
 - Personal and professional references
 - Applicable licenses
 - Credentials
 - Certificates
 - Resumes
 - Annual evaluations
 - Personnel actions including time records
 - Documents of all training received
 - Notation of any allegations of professional or other misconduct and actions with respect to the allegations, date and reason if terminated from employment.
- Ensure that all staff have the required certifications and licensing documents in file
- Make files available to COTR upon request
- Answer telephones
- Gather all student satisfaction surveys
- Prepare statistical performance data to include enrollment levels, completions, terminations with reasons for early terminations
- Prepare the monthly invoices in duplicate and submitted to the agency Chief Financial Officer (CFO) with concurrent copies to the Contracting Officer's Technical Representative (COTR), Yasha Williams, Director
- Other duties as assigned

Accountant

Description of duties and responsibilities

- Establish bookkeeping and accounting procedures
- Review and approve monthly invoices
- Monitor expenditures
- Liaison with DC financial office
- Maintain and supervise the checking accounts
- Supervise Office Administrator
- Review all financial accounting guidelines and requirements and ensure proper implementation
- Other duties as directed by DOES, COTR or Program Coordinator

Supervisor

Requirements

Education: Bachelor's Degree
 Experience: Supervisory experience
 Licensing
 Certifications

Description of duties and responsibilities

- Supervise counselors and counselor aides
- Mentor counselors and counselors' aides
- Report unusual incidents by telephone immediately upon the occurrence of the incident to the Program Administrator and in writing no later than 24-hours the incident occurred
- Within 2 days of program end, supervisors must provide a written summary of program success stories, outstanding awards awarded to participants, academic achievements, performance outcomes, failures, barriers, and recommendations for improvements
- Coordinates curriculum implementation and design
- Issue customer satisfaction survey to all students
- Serves as substitute for teachers
- Handle any emergencies or other issues that may occur
- Participate in field trips
- Lunchroom duty

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors
8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from counselor survey
- Communication skills
- Follow-thru with program coordinator, program administrator, counselors and others, as appropriate
- Teamwork
- Leadership skills
- Personal dedication
- Professionalism

Counselors**Requirements**

Education: Bachelor's Degree

Experience:

- Five years teaching experience
- Two years working as a special education teacher
- Working with people with special needs
- Experience working with persons of diverse cultural backgrounds
- Knowledge of the age-specific student needs in instruction
- Personal dedication and proven leadership skills

Licensing:

Certifications: Must have teaching certification (any state acceptable)

Description of duties and responsibilities

- Implementation of lesson plans for academic work which have been prepared specifically for this program
- Responsible for behavior management of assigned students
- Maintains orderly classroom learning environment
- Keep attendance records
- Responsible for lunch duty
- Participate in field trips
- Utilize audiovisual equipment
- Mentor counselors' aides and students

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors
8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from student survey
- Communications skills
- Implementation of curriculum
- Follow-thru with students, supervisors and others, as appropriate
- Teamwork
- Leadership skills
- Professionalism
- Personal dedication

Counselors' Aide**Requirements**

Education: High School Diploma or GED

Experience:

- Five years teaching experience
- Two years working as a special education teacher
- Working with people with special needs
- Experience working with persons of diverse cultural backgrounds
- Knowledge of the age-specific student needs in instruction
- Personal dedication and proven leadership skills

Licensing: None

Certifications: None

Description of duties and responsibilities

- Assist counselor in implementation of lesson plans
- Responsible for behavior management of assigned students
- Assist counselor in maintaining orderly classroom learning environment
- Responsible for lunch duty
- Participate in field trips
- Mentor students

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors

8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from counselor
- Input from student survey
- Communications skills
- Follow-thru with counselors, students and others, as appropriate
- Teamwork
- Leadership skills
- Professionalism
- Personal dedication

Reading Specialist

Requirements

Education: Master's Degree in Special Education (Reading Specialty)

Experience: - Five years teaching experience as a special education reading teacher
- Experience working with persons of diverse cultural backgrounds
- Personal dedication and proven leadership skills

Licensing:

Certifications: Must have special education teaching certification (any state acceptable)

Description of duties and responsibilities

- Augment lesson plans to meet specific needs of students requiring addition academic support in reading
- Support classroom teacher in the implementation of lesson plans for reading assignments
- If needed, work one-on-one with students identified by counselor as needing individual help
- Mentor counselors' aides and students, as appropriate

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors
8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from counselor and student surveys
- Communications skills
- Appropriateness of revised lesson plans
- Improvement in students reading and comprehension skills
- Follow-thru with students, supervisors and others, as appropriate
- Teamwork
- Leadership skills

- Professionalism
- Personal dedication

Math Specialist

Requirements

- Education: Master's Degree in Special Education (Math Specialty)
- Experience:
- Five years teaching experience as a special education math teacher
 - Experience working with persons of diverse cultural backgrounds
 - Personal dedication and proven leadership skills
- Licensing:
- Certifications: Must have special education teaching certification (any state acceptable)

Description of duties and responsibilities

- Augment lesson plans to meet specific needs of students requiring additional academic support in math
- Support classroom counselor in the implementation of lesson plans for math assignments
- If needed, work one-on-one with students identified by counselor as needing individual help in math
- Mentor counselors, counselors' aides and students, as appropriate

Hours of Work 8:30 – 1:30 (14-15 year olds) 25 hours week for instructors
8:00 – 3:00 (16-18 year olds) 35 hours week for instructors

Performance evaluation criteria

- Punctuality and reliability (adhering to work schedule)
- Input from counselor and student surveys
- Communications skills
- Appropriateness of revised lesson plans
- Improvement in students reading and comprehension skills
- Follow-thru with students, supervisors and others, as appropriate
- Teamwork
- Leadership skills
- Professionalism
- Personal dedication

DC Tutors for Kids Passport to Work Summer Youth Program Marketing Plan

The DC Tutors for Kids Passport to Work Summer Youth Program marketing plan's goal is to expand our reach citywide so that District of Columbia youth are aware of our summer program and have an opportunity to join in the fun at one of our three workshops—Entrepreneurship and Student Run Business, Go Kart Construction and Race and Writers Workshop – Short Stories and Poetry.

Existing and Past Clients

We will conduct a direct mailing campaign to current and past DC Tutors for Kids clients. Our clientele included at risk youth, students with disabilities and low income families.

Direct marketing to businesses and organizations

DC Tutors for Kids is committed to engage businesses and organizations that are industry related and committed to supporting our youth, for example The Washington Post, Boards Books, Target Stores, Junior Achievement, DC Parks and Recreation, and many others. We will provide informational flyers to these entities regarding our summer schedule for dissemination to their customers, clients and associates.

Other strategies

Contact public schools, charter schools and private schools to make them aware of our programs. Provide flyers that they can share with their students.

Post flyers in targeted communities to reach minority and at risk kids.

DC Tutor for Kids Passport to Work Summer Youth Program
Organization: Chen

Program
Coordinator
Loretta Agnew

Office
Administrator
[Redacted]

Accountant
[Redacted]

Supervisor
[Redacted]

Supervisor
[Redacted]

Supervisor
[Redacted]

Supervisor
Reading Specialist
[Redacted]

Supervisor
[Redacted]

Supervisor
in Specials
[Redacted]

Counselor
Reading
Specialist
[Redacted]

Counselor
[Redacted]

Counselor
[Redacted]

Counselor
[Redacted]

Counselor
[Redacted]

Counselor's
Aide
[Redacted]

Counselor's
Aide
[Redacted]

Counselor's
Aide
[Redacted]

Counselor
Aide
[Redacted]

Counselor
Aide
[Redacted]

R(2)(2)

JOB ANNOUNCEMENT

Counselor for Summer Program

Looking for an experience counselor/educator, must have a bachelor's degree, a certified teach with five years teaching experience, proven leadership skills, and experience working with persons of diverse cultural backgrounds, and special needs. Join DC Tutors for Kids Passport to Work Summer Your Program and make difference in a young person's life, build self-esteem and help children grow and discover new challenges.

Reading Specialist

Join the DC Tutors for Kids Passport to Work Summer Youth Program team for a fun filled summer. You must have a master's degree in special education (reading specialty), five years teaching experience, experience working with persons of diverse cultural backgrounds, personal dedication and proven leadership skills. You must have your teaching certification.

Counselor's Aide for Summer Program

Want to spend your summer having fun working with local youth. Join DC Tutors for Kids Passport to Work Summer Youth Program. You must have a high school diploma or GED. Previous experience working with kids is a plus.

H.9.3 The key personnel identified by the Contractor are indicated in the table below. Contractor's key personnel shall attend mandatory DOES orientation prior to start of the Summer Youth Program.

NAME	POSITION
Lanetta Agnew	Program Director

H.10 DISTRICT RESPONSIBILITIES

H.10.1 The District will conduct orientation prior to the beginning of the program for the Contractor's staff.

H.10.2 The District will register and certify eligible youth. Eligibility determination includes review of an application for the 2008 Passport-to-Work Summer Youth Program and verification of information in an application with required documentation. The application is standardized and is the responsibility of DOES to develop and maintain.

H.10.3 The District will refer youth to selected Contractors based on a DOES match of youths' age, occupational interests, and the design of the Contractor's program.

H.10.4 The District will provide to the Contractor preprinted Time and Attendance forms and the payroll schedule.

H.10.5 The District will pay each DOES-referred participant the federal hourly training wage of \$6.55 for active engagement in DOES-approved program activities. The District will compensate, as supported by the official time and attendance records, participants who are 14 and 15 years of age for a maximum of twenty (20) hours for each week; and compensate participants who are 16 to 21 years of age for a maximum of thirty (30) hours for each week.

H.11 CONTRACTOR RESPONSIBILITIES

H.11.1 The Contractor shall provide orientation and training for all staff members with respect to administrative procedures, and other relevant policies and guidelines.

H.11.2 The Contractor shall have sufficient staff to provide the services described in this contract. The Contractor shall submit as part of their proposal a staffing plan and shall maintain the same expertise as specified in the staffing plan.

K.1 AUTHORIZED NEGOTIATORS

44 Lanetta Agnew, Project Coordinator 202-829-0490 office 202-368-4400 cell

K.2 TYPE OF BUSINESS ORGANIZATION

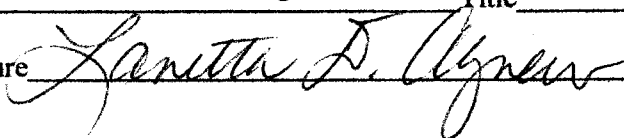
(a) It operates as:

a corporation incorporated under the laws of the State of: _____
 x an individual,
 _____ a partnership,
 _____ a nonprofit organization, or
 _____ a joint venture.

(b) If the offeror is a foreign entity, it operates as:

_____ an individual,
 _____ a joint venture, or
 _____ a corporation registered for business in _____
 (Country)

Mayor's Order 85-85, "Compliance with Equal Opportunity Obligations in Contracts", dated June 10, 1985 and the Office of Human Rights' regulations, Chapter 11, "Equal Employment Opportunity Requirements in Contracts", promulgated August 15, 1986 (4 DCMR Chapter 11, 33 DCR 4952) are included as a part of this solicitation and require the following certification for contracts subject to the order. Failure to complete the certification may result in rejection of the offeror for a contract subject to the order. I hereby certify that I am fully aware of the content of the Mayor's Order 85-85 and the Office of Human Rights' regulations, Chapter 11, and agree to comply with them in performance of this contract.

Offeror DC Tutors for Kids Date 5/5/08
Name Lanetta D. Agnew Title Program Coordinator
Signature 

Offeror has ☒ has not participated in a previous contract or subcontract subject to the Mayor's Order 85-85. Offeror ☒ has has not filed all required compliance reports, and representations indicating submission of required reports signed by proposed subofferors.

(The above representations need not be submitted in connection with contracts or subcontracts which are exempt from the Mayor's Order.)

K.4 BUY AMERICAN CERTIFICATION

The offeror hereby certifies that each end product, except the end products listed below, is a domestic end product (See Clause 23 of the SCP, "Buy American Act"), and that components of unknown origin are considered to have been mined, produced, or manufactured outside the United States.

_____	EXCLUDED END PRODUCTS
_____	COUNTRY OF ORIGIN

K.5 DISTRICT EMPLOYEES NOT TO BENEFIT CERTIFICATION

Each offeror shall check one of the following:

 ☒ No person listed in Clause 13 of the SCP, "District Employees Not To Benefit" will benefit from this contract.

 The following person(s) listed in Clause 13 may benefit from this contract. For each person listed, attach the affidavit required by Clause 13 of the SCP.

K.6 CERTIFICATION OF INDEPENDENT PRICE DETERMINATION

(a) Each signature of the offeror is considered to be a certification by the signatory that:

(1) The prices in this contract have been arrived at independently, without, for the purpose of restricting competition, any consultation, communication, or agreement with any offeror or competitor relating to:

- (i) those prices
- (ii) the intention to submit a contract, or
- (iii) the methods or factors used to calculate the prices in the contract.

2) The prices in this contract have not been and will not be knowingly disclosed by the offeror, directly or indirectly, to any other offeror or competitor before contract opening unless otherwise required by law; and

3) No attempt has been made or will be made by the offeror to induce any other concern to submit or not to submit a contract for the purpose of restricting competition.

(b) Each signature on the offer is considered to be a certification by the signatory that the signatory;

1) Is the person in the offeror's organization responsible for determining the prices being offered in this contract, and that the signatory has not participated and will not participate in any action contrary to subparagraphs (a)(1) through (a)(3) above; or

2) Has been authorized, in writing, to act as agent for the following principals in certifying that those principals have not participated, and will not participate in any action contrary to subparagraphs (a)(1) through (a)(3) above:

Lanetta D. Agnew

(insert full name of person(s) in the organization responsible for determining the prices offered in this Contract and the title of his or her position in the offeror's organization);

(i) As an authorized agent, does certify that the principals named in subdivision (b)(2) have not participated, and will not participate, in any action contrary to subparagraphs (a)(1) through (a)(3) above; and

(ii) As an agent, has not participated, and will not participate, in any action contrary to subparagraphs (a)(1) through (a)(3) above.

(c) If the offeror deletes or modifies subparagraph (a)(2) above, the offeror must furnish with its offer a signed statement setting forth in detail the circumstances of the disclosure.

K.7 TAX CERTIFICATION

Each offeror must submit with its offer, a sworn Tax Certification Affidavit, incorporated herein as Attachment J.2.3.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY BLANK

DC Tutors for Kids
4001 Marlboro Place, NW
Washington, DC 20011
Telephone: (202) 829-0490
Fax: (202) 829-0487

EQUAL EMPLOYMENT OPPORTUNITY (EEO) POLICY STATEMENT

DC Tutors for Kids SHALL NOT DISCRIMINATE AGAINST ANY EMPLOYEE OR APPLICANT FOR EMPLOYMENT BECAUSE OF ACTUAL OR PERCEIVED: RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, GENDER IDENTITY OR EXPRESSION, FAMILIAL STATUS, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, GENETIC INFORMATION, DISABILITY, SOURCE OF INCOME, OR PLACE OF RESIDENCE OR BUSINESS.

DC Tutors for Kids AGREES TO AFFIRMATIVE ACTION TO ENSURE THAT APPLICANTS ARE EMPLOYED, AND THAT EMPLOYEES ARE TREATED DURING EMPLOYMENT WITHOUT REGARD TO THEIR ACTUAL OR PERCEIVED: RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, GENDER IDENTITY OR EXPRESSION, FAMILIAL STATUS, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, GENETIC INFORMATION, DISABILITY, SOURCE OF INCOME, OR PLACE OF RESIDENCE OR BUSINESS. THE AFFIRMATIVE ACTION SHALL INCLUDE, BUT NOT BE LIMITED TO THE FOLLOWING: (A) EMPLOYMENT, UPGRADING, OR TRANSFER; (B) RECRUITMENT OR RECRUITMENT ADVERTISING; (C) DEMOTION, LAYOFF, OR TERMINATION; (D) RATES OF PAY, OR OTHER FORMS OR COMPENSATION; AND (E) SELECTION FOR TRAINING AND APPRENTICESHIP.

DC Tutors for Kids AGREES TO POST IN CONSPICUOUS PLACES THE PROVISIONS CONCERNING NON-DISCRIMINATION AND AFFIRMATIVE ACTION.

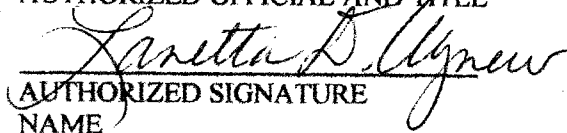
DC Tutors for Kids SHALL STATE THAT ALL QUALIFIED APPLICANTS WILL RECEIVE CONSIDERATION FOR EMPLOYMENT PURSUANT TO SUBSECTION 1103.2 THROUGH 1103.10 OF MAYOR'S ORDER 85-85; "EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS IN CONTRACTS."

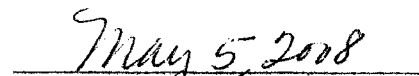
DC Tutors for Kids AGREES TO PERMIT ACCESS TO ALL BOOKS PERTAINING TO ITS EMPLOYMENT PRACTICES, AND TO REQUIRE EACH SUBCONTRACTOR TO PERMIT ACCESS TO BOOKS AND RECORDS.

DC Tutors for Kids AGREES TO COMPLY WITH ALL GUIDELINES FOR EQUAL EMPLOYMENT OPPORTUNITY APPLICABLE IN THE DISTRICT OF COLUMBIA.

DC Tutors for Kids SHALL INCLUDE IN EVERY SUBCONTRACT THE EQUAL OPPORTUNITY CLAUSES, SUBSECTION 1103.2 THROUGH 1103.10 SO THAT SUCH PROVISIONS SHALL BE BINDING UPON EACH SUBCONTRACTOR OR VENDOR.

Lanetta D. Agnew, Program Coordinator
AUTHORIZED OFFICIAL AND TITLE


AUTHORIZED SIGNATURE
NAME


DATE
DC Tutors for Kids
FIRM/ORGANIZATION

DC Tutors for Kids
4001 Marlboro Place, NW
Washington, DC 20011
Telephone: (202) 829-0490
Fax: (202) 829-0487

ASSURANCE OF COMPLIANCE WITH EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS

MAYOR'S ORDER 85-85, EFFECTIVE JUNE 10, 1985, AND THE RULES IMPLEMENTING MAYORS ORDER 85-85, 33 DCR 4952, (PUBLISHED AUGUST 15, 1986), "ON COMPLIANCE WITH EQUAL OPPORTUNITY REQUIREMENTS IN DISTRICT GOVERNMENT CONTRACTS," ARE HEREBY INCLUDED AS PART OF THIS BID/PROPOSAL. THEREFORE, EACH BIDDER/OFFEROR SHALL INDICATE BELOW THEIR WRITTEN COMMITMENT TO ASSURE COMPLIANCE WITH MAYOR'S ORDER 85-85 AND THE IMPLEMENTING RULES. FAILURE TO COMPLY WITH THE SUBJECT MAYOR'S ORDER AND THE IMPLEMENTING RULES SHALL RESULT IN REJECTION OF THE RESPECTIVE BID/PROPOSAL.

I, LANETTA D. AGNEW, THE AUTHORIZED REPRESENTATIVE OF DC TUTORS FOR KIDS, HEREINAFTER REFERRED TO AS "THE CONTRACTOR," CERTIFY THAT THE CONTRACTOR IS FULLY AWARE OF ALL OF THE PROVISIONS OF MAYOR'S ORDER 85-85, EFFECTIVE JUNE 10, 1985, AND OF THE RULES IMPLEMENTING MAYOR'S ORDER 85-85, 33 DCR 4952. I FURTHER CERTIFY AND ASSURE THAT THE CONTRACTOR WILL FULLY COMPLY WITH ALL APPLICABLE PROVISIONS OF THE MAYOR'S ORDER AND IMPLEMENTING RULES IF AWARDED THE D.C. GOVERNMENT REFERENCED BY THE CONTRACT NUMBER ENTERED BELOW. FURTHER, THE CONTRACTOR ACKNOWLEDGES AND UNDERSTANDS THAT THE AWARD OF SAID CONTRACT AND ITS CONTINUATION ARE SPECIFICALLY CONDITIONED UPON THE CONTRACTOR'S COMPLIANCE WITH THE ABOVE-CITED ORDER AND RULES.

DC Tutors for Kids
CONTRACTOR

Lanetta D. Agnew
NAME

Lanetta D. Agnew
SIGNATURE

Program Coordinator
TITLE

CONTRACT NUMBER

May 5, 2008
DATE

EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER INFORMATION REPORT

GOVERNMENT OF THE DISTRICT OF COLUMBIA DC Office of Contracting and Procurement Employer Information Report (EEO)		Reply to: Office of Contracting and Procurement 441 4 th Street, NW, Suite 700 South Washington, DC 20001	
Instructions: Two (2) copies of DAS 84-404 or Federal Form EEO-1 shall be submitted to the Office of Contracting and Procurement. One copy shall be retained by the Contractor.			
Section A - TYPE OF REPORT			
1. Indicate by marking in the appropriate box the type of reporting unit for which this copy of the form is submitted (MARK ONLY ONE BOX)			
Single Establishment Employer (1) <input checked="" type="checkbox"/> Single-establishment Employer Report		Multi-establishment Employer: (2) <input type="checkbox"/> Consolidated Report (3) <input type="checkbox"/> Headquarters Report (4) <input type="checkbox"/> Individual Establishment Report (submit one for each establishment with 25 or more employees) (5) <input type="checkbox"/> Special Report	
1. Total number of reports being filed by this Company. <u>1</u>			
Section B - COMPANY IDENTIFICATION (To be answered by all employers)			OFFICIAL USE ONLY
1. Name of Company which owns or controls the establishment for which this report is filed DC Tutors for Kids			a.
Address (Number and street)	City or Town	Country	State
4001 Marlboro Place NW	Washington		DC
b. Employer Identification No. XXXXXXXXXX			
2. Establishment for which this report is filed.			OFFICIAL USE ONLY
a. Name of establishment DC Tutors for Kids			c.
Address (Number and street)	City or Town	Country	State
4001 Marlboro Pl. NW	Washington		DC
b. Employer Identification No. XXXXXXXXXX			
3. Parent of affiliated Company N/A			
a. Name of parent or affiliated Company		b. Employer Identification No. XXXXXXXXXX	
Address (Number and Street)	City or Town	Country	State
Section C - ESTABLISHMENT INFORMATION			
1. Is the location of the establishment the same as that reported last year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Did not report last year <input type="checkbox"/> Report on combined basis		2. Is the major business activity at this establishment the same as that reported last year? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> No report last year <input type="checkbox"/> Reported on combined basis	
2. What is the major activity of this establishment? (Be specific, i.e., manufacturing steel castings, retail grocer, wholesale plumbing supplies, title insurance, etc. Include the specific type of product or service provided, as well as the principal business or industrial activity.) Tutoring			e.
3. MINORITY GROUP MEMBERS: Indicate if you are a minority business enterprise (50% owned or 51% controlled by minority members). African American Female <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

DAS 84-404

(Replaces D.C. Form 2640.9 Sept. 74 which is Obsolete)

84-2P891

R(a)(6)

SUBCONTRACT SUMMARY FORM

N/A

BID NO. _____ CCB NUMBER: _____ of _____ pages

AMOUNT OF PRIME CONTRACT: \$ _____
 AMOUNT OF ALL SUBCONTRACTS: \$ _____ equals
 _____ % OF THE PRIME CONTRACT.

ADDRESS:

PROJECT DESCRIPTIONS:

PROJECT DESCRIPTIONS:

PROJECT DESCRIPTIONS:

WARD NO.: _____

LIST ALL SUBCONTRACTORS THAT WILL BE UTILIZED ON THE ABOVE PROJECT

1. NAME OF SUBCONTRACTOR	2. ADDRESS	3. CONTACT PERSON	4. MBOC CERT. NO.	5. PHONE NO.	1. IS THIS A "MINORITY SUB?" ____ YES ____ NO	2. TRADE OR BUSINESS PRODUCT THAT SUB WILL PROVIDE.	1. \$ AMOUNT OF SUBCONTRACT equals(=)	2. _____% (percent) OF TOTAL PRIME CONTRACT.
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%
1. _____	2. _____	3. _____	4. _____	5. _____	1. MINORITY SUBCONTRACTOR ____ YES ____ NO	2. _____	1. \$ _____ equals(=)	2. _____%

TOTAL DOLLAR AMOUNT SUBCONTRACTED TO "MINORITY BUSINESS ENTERPRISES. \$ _____

PERCENT OF PRIME CONTRACT. _____%

District of Columbia Register
GOVERNMENT OF THE DISTRICT OF COLUMBIA

ADMINISTRATIVE ISSUANCE SYSTEM

SUBJECT: Compliance with Equal Opportunity Obligations in Contracts

ORIGINATING AGENCY: Office of the Mayor

By virtue of the authority vested in me as Mayor of the District of Columbia by Section 422 of the District of Columbia self-government and Government Reorganization Act of 1973 as amended, D.C. Code section 1-242 (1981-Ed.), it is hereby ORDERED that Commissioner's Order No. 73-51, dated February 28, 1973, is hereby rescinded and reissued in its entirety to read as follows:

1. **Establishment of Policy:** There is established a policy of the District of Columbia Government to:
 - (a) provide equal opportunity in employment for all persons with respect to any contract by and with the Government of the District of Columbia.
 - (b) prohibit discrimination in employment because of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, or physical handicap;
 - (c) provide equal opportunity to all persons for participation in all District of Columbia Government contracts, including but not limited to lease agreements, Industrial Revenue Bond financing, and Urban Development Action grants;
 - (d) provide equal opportunity to minority business enterprises in the performance of District of Columbia Government contracts in accordance with Mayor's Orders, District of Columbia laws, and rules and regulations promulgated by the Minority Business Opportunity Commission; and
 - (e) promote the full realization of equal employment through affirmative, continuing programs by contractors and subcontractors in the performance of contracts with the District of Columbia Government.
2. **Delegation of Authority:** The Director of the Office of Human Rights (hereinafter "Director") is delegated the authority vested in the Mayor to implement the provisions of this order as set forth herein, and any rules, regulations, guidelines, and procedures adopted pursuant thereto.
3. **Responsibilities:** The Director of the Office of Human Rights shall be responsible for establishing and ensuring agency compliance with the policy set forth in this Order, any rules, regulations, and procedures that may be adopted by the Office of Human Rights pursuant to this Order, and any other equal opportunity provisions as may be added as a part of any contract.
4. **Powers and Duties:** The Director of the Office of Human Rights shall have the following powers and duties:
 - (a) to establish standards and procedures by which contractors and subcontractors who perform under District of Columbia Government contracts shall comply with the equal opportunity provisions of their contracts; to issue all orders, rules, regulations, guidelines, and procedures the Director may deem necessary and proper for carrying out and implementing the purposes of this Order;
 - (b) to assume equal opportunity compliance jurisdiction over any matter pending before a contracting agency where the Director considers it necessary or appropriate for the achievement of the purposes of

this Order, keep the contracting agency informed of all actions taken, and act through the contracting agency to the extent appropriate and practicable;

- (c) to examine the employment practices of any District of Columbia Government contractor or subcontractor, or initiate the examination by the appropriate contracting agency to determine whether or not the contractual provisions specified in any rules and regulations adopted pursuant to this Order have been violated, and notify the contracting agency of any action taken or recommended;
- (d) to monitor and evaluate all District of Columbia Government agencies, including those independent agencies and commissions not required to submit the Affirmative Action Programs of their contractors to the Office of Human Rights for approval, to ensure compliance with the equal opportunity obligations in contracts;
- (e) to use his or her best efforts to cause any labor union engaged in work under District of Columbia Government contracts, any referral, recruiting or training agency, or any other representative of workers who are or may be engaged in work under contracts and subcontracts to cooperate in and to comply with the implementation of the purposes of this Order;
- (f) to notify, when appropriate, the concerned contracting agencies, the Office of Federal Contract Compliance Programs, the U.S. Department of Justice, or other appropriate Federal, State, and District agencies, whenever the Director has reason to believe that practices of any contractor, labor organization, lending institution, insurance firm, or agency violate provisions of Federal, State, or District, laws;
- (g) to enter, where the determinations are made by Federal, State, or District agencies, into reciprocal agreements with those agencies to receive the appropriate information;
- (h) to hold hearings, public or private, as necessary to obtain compliance with any rules, regulations, and procedures promulgated pursuant to this Order, and to issue orders relating thereto. No order to terminate or cancel a contract, or to withhold from any contractor further District of Columbia Government contractors shall be issued without affording the contractor an opportunity for a hearing. Any order to terminate or cancel a contract or to withhold from any contractor further District of Columbia Government contracts shall be issued in accordance with rules, and regulations pursuant to the Administrative Procedure Act, as amended and;
- (i) to grant waivers from the minimum standards for the employment of minorities and women in Affirmative Action Programs in exceptional cases, as circumstances may warrant.

5. Duties of Contracting Agencies: Each contracting agency shall have the following duties:

- (a) the initial responsibility for ensuring that contractors and subcontractors are in compliance with any rules, regulations, and procedures promulgated pursuant to this Order;
- (b) to examine the employment practices of contractors and subcontractors in accordance with procedures established by the Office of Human Rights, and report any compliance action to the Director of the Office of Human Rights;
- (c) to comply with the terms of this Order and of the orders, rules, regulations, guidelines, and procedures of the Office of Human Rights issued pursuant thereto in discharging their responsibility for securing contract compliance; and
- (d) to secure compliance with any rules, regulations, and procedures promulgated pursuant to this Order before or after the execution of a contract by methods, of conference, conciliation and persuasion. No enforcement proceedings shall be initiated, nor shall a contract be cancelled or terminated in whole or in part, unless such methods have first been attempted.

6. Procedures: The procedures to be followed in implementing this Order shall be those set forth in

Orders, rules, regulations, and guidelines as may be promulgated by the Office of Human Rights.

7. Severability: If any section, subsection, sentence, clause, phrase, or portion of the provisions in this Order is for any reason declared by any court of competent jurisdiction to be invalid or unconstitutional, such section, subsection, sentence, clause, phrase, or portion shall be deemed a separate, distinct, and independent provision, and such holding shall not affect the validity of the remaining provisions of this order.
8. Effective Date: This Order shall become effective immediately.

Signed by Marion Barry, Jr.
Mayor

ATTEST: Signed by Clifton B. Smith
Secretary of the District of Columbia

OFFICE OF HUMAN RIGHTS

NOTICE OF FINAL RULEMAKING

The Director of the Office of Human Rights hereby gives notice of the adoption of the following final rules governing standards and procedures for equal employment opportunity applicable to contractors and subcontractors under District of Columbia Government Contracts. Notice of Proposed Rulemaking was published for public comment in the D.C. Register on April 11, 1986 at 33 DCR 2243. Based on some the comments received and upon further review by the Office of Human Rights, minor revisions were made in the rules at the following subsections: 1104.1, 1104.2, 1104.4, 1104.13, 1104.17(e) (5), 1104.28, 1107.1, 1199.1, and at page 15 the definition of minority was written out in addition to citing its D.C. Code. None of the revisions change the intent of the proposed final rules. Final action to adopt these final rules was taken on August 4, 1986, and will be effective upon publication of this notice in the Register.

CHAPTER 11 EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS IN CONTRACTS

1100. PURPOSE

- 1100.1 These rules shall govern standards and procedures to be followed by contractors and subcontractors performing under District of Columbia Government contracts for goods and services, including construction contracts, for the purpose of assuring equal employment opportunity for minorities and women.
- 1100.2 These rules establish requirements for contractors and subcontractors regarding their commitment to observe specific standards for the employment of minorities and women and to achieve affirmative action obligations under District of Columbia contracts. These rules are not intended nor shall be used to discriminate against any qualified applicant for employment or employee.

1101. SCOPE

- 1101.1 Except as hereinafter exempted, the provisions of this chapter shall apply to all District of Columbia Government contracts subject to Mayor's Order No. 85-85, and any rules, regulations, and procedures promulgated pursuant to that Mayor's Order.

1102. COVERAGE

- 1102.1 The provisions of this chapter shall govern the processing of any matter before the Office Human Rights involving the following:
- (a) Discrimination in employment on grounds of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, or physical handicap by any District of Columbia Government contractor; and
 - (b) Achievement of affirmative action obligations under District of Columbia contracts.

1103. CONTRACT PROVISIONS

- 1103.1 Each contract for goods and services, including construction contracts, except construction subcontracts for standard commercial supplies or raw materials, shall include as express contractual provisions the language contained in subsections 1103.2 through 1103.10.
- 1103.2 The contractor shall not discriminate against any employee or applicant for employment because of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, or physical handicap.

- 1103.3 The contractor agrees to take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, or physical handicap. The affirmative action shall include, but not be limited to the following:
- (a) Employment, upgrading, or transfer;
 - (b) Recruitment or recruitment advertising;
 - (c) Demotion, layoff, or termination;
 - (d) Rates of pay, or other forms of compensation; and
 - (e) Selection for training and apprenticeship.
- 1103.4 The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the Contracting Agency, setting forth the provisions in subsections 1103.2 and 1103.3 concerning non-discrimination and affirmative action.
- 1103.5 The contractor shall, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment pursuant to the non-discrimination requirements set forth in subsection 1103.2
- 1103.6 The contractor agrees to send to each labor union or representative of workers with which it has a collective bargaining agreement, or other contract or understanding, a notice to be provided by the Contracting Agency, advising each labor union or workers' representative of the contractor's commitments under this chapter, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.
- 1103.7 The contractor agrees to permit access to all books, records, and accounts, pertaining to its employment practices, by the Director and the Contracting Agency for purposes of investigation to ascertain compliance with this chapter, and to require under terms of any subcontractor agreement each subcontractor to permit access of such subcontractors, books, records, and accounts for such purposes.
- 1103.8 The contractor agrees to comply with the provisions of this chapter and with all guidelines for equal employment opportunity applicable in the District of Columbia adopted by the Director, or any authorized official.
- 1103.9 The prime contractor shall include in every subcontract the equal opportunity clauses, subsections 1103.2 through 1103.10 of this section, so that such provisions shall be binding upon each subcontractor or vendor.
- 1103.10 The prime contractor shall take such action with respect to any subcontractor as the Contracting Officer may direct as a means of enforcing these provisions, including sanctions for non-compliance; provided, however, that in the event the prime contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the contracting agency, the prime contractor may request the District to enter into such litigation to protect the interest of the District.
- 1104 AFFIRMATIVE ACTION PROGRAM
- 1104.1 Each apparent low bidder for a construction contract shall complete and submit to the Contracting Agency, prior to the execution of any contract in the amount of twenty-five thousand dollars (\$25,000) or more, and each contractor covered under subsection 1105.1, an Affirmative Action Program to ensure equal opportunity which shall include specific standards for the utilization of minorities and women in the trades, crafts and skills to be used by the contractor in the performance of the contract.

- 1104.2 Each apparent low bidder or offeror for a non-construction contract shall complete and submit to the Contracting Agency, prior to the execution of any contract in the amount of ten thousand dollars (\$10,000) or more, and each contractor covered under subsection 1105.2, an Affirmative Action Program to ensure equal opportunity which shall include specific standards for the utilization of minorities in the job categories specified in subsection 1108.4.
- 1104.3 To ensure equal opportunity each Affirmative Action Program shall include the following commitments:
- (a) With respect to construction contracts, each contractor shall certify that it will comply with the provisions of this chapter, and submit a personnel utilization schedule for all the trades the contractor is to utilize, indicating the actual numbers of minority and female workers that are expected to be a part of the workforce performing under the contract; and
 - (b) With respect to non-construction contracts, each contractor shall certify that it will comply with the provisions of this chapter, and shall submit a personnel utilization schedule indicating by craft and skill, the minority composition of the workforce related to the performance of the work under the contract. The schedule shall include all workers located in the facility from which the goods and services are produced and shall include the same information for other facilities which have a significant relationship to the performance of work under the contract.
- 1104.4 If the experience of the contractor with any local union from which it will secure employees indicates that the union will not refer sufficient minorities or women to meet minority or female employment commitments, the contractor shall, not less than ten (10) days prior to the employment of any person on the project subject to the jurisdiction of that local union, do the following:
- (a) Notify the District of Columbia Department of Employment Services and at least two (2) minority and two (2) female referral organizations of the contractor's personnel needs, and request referral of minority and female workers; and
 - (b) Notify any minority and female workers who have been listed with the contractors as awaiting vacancies.
- 1104.5 If, within five (5) working days prior to commencement of work, the contractor determines that the Department of Employment Services or the minority or female referral organizations are unable to refer sufficient minorities or women to meet its commitments, the contractor may take steps to hire, by referral or otherwise, from the local union membership to fill the remaining job openings, provided that it notifies the local union of its personnel needs and of its employment commitments. Evidence of the notification shall be provided to the Contracting Agency.
- 1104.6 The contractor shall have standing requests for additional referrals of minority and female workers with the local union, the Department of Employment Services, and the other referral sources, until such time as the contractor has met its minority and female employment commitments.
- 1104.7 If the contractor desires to lay off some of its employees in a given trade on a construction site, it shall ensure that the required number of minority and female employees remain on the site to meet the minority and female commitments.
- 1104.8 No contractor shall refuse employment to any individual who has minimal facility to speak English except where the contractor can demonstrate that the facility to speak English is necessary for the performance of the job.

- 1104.9 No union with which the contractor has a collective bargaining agreement shall refuse to refer minority and female employees to such contractor.
- 1104.10 To the extent that contractors have delegated the responsibility for some of their employment practices to some other organization or agency which prevents them from meeting their equal opportunity obligations, those contractors shall not be considered to be in compliance with this chapter.
- 1104.11 The obligations of the contractor shall not be reduced, modified, or subject to any provision in any collective bargaining agreement with labor organization which provides that the labor organizations shall have the exclusive or primary opportunity to refer employees.
- 1104.12 When any contractor employs a minority person or woman in order to comply with this chapter, those persons shall be advised of their right to seek union membership, the contractor shall provide whatever assistance may be appropriate to enable that person to obtain membership, and the contractor shall notify the appropriate union of that person's employment.
- 1104.13 The contractor shall not discharge, refuse to employ, or otherwise adversely affect any minority person or woman because of any provision in any collective bargaining agreement, or any understanding, written or oral that the contractor may have with any labor organization.
- 1104.14 If at any time, because of lack of cooperation or overt conduct, a labor organization impedes or interferes with the contractor's Affirmative Action Program, the contractor shall notify the Contracting Agency and the Director immediately, setting forth the relevant circumstances.
- 1104.15 In any proceeding involving a disagreement between a labor organization and the contractor over the implementation of the contractor's Affirmative Action Program, the Contracting Agency and the Office of Human Rights may become a party to the proceeding.
- 1104.16 In determining whether or not a contractor is utilizing minorities and females pursuant to Section 1108, consideration shall be given to the following factors:
- (a) The proportion of minorities and women employed in the trades and as laborers in the construction industry within the District of Columbia;
 - (b) The proportion of minorities and women employed in the crafts or as operatives in non-construction industries within the District of Columbia;
 - (c) The number and ratio of unemployed minorities and women to total unemployment in the District of Columbia;
 - (d) The availability of qualified and qualifiable minorities and women for employment in any comparable line of work, including where they are now working and how they may be brought into the contractor's workforce;
 - (e) The effectiveness of existing training programs in the area, including the number who complete training, the length and extent of training, employer experience with trainees, and the need for additional or expanded training programs; and
 - (f) The number of additional workers that could be absorbed into each trade or line of work without displacing present employees, including consideration of present employee shortages, projected growth of the trade or line of work, and projected employee turnover.
- 1104.17 The contractor's commitment to specific standards for the utilization of minorities and females as required under this chapter shall include a commitment to make every good faith effort to meet

those standards. If the contractor has failed to meet the standards, a determination of "good faith" shall be based upon the contractor's documented equal opportunity efforts to broaden its equal employment program which shall include, but may not necessarily be limited to, the following requirements:

- (a) The contractor shall notify the community organizations that the contractor has employment opportunities available and shall maintain records of the organizations' responses;
- (b) The contractor shall maintain a file of the names and addresses of each minority and female worker referred to it and what action was taken with respect to each referred worker. If that worker was not sent to the union hiring hall for referral or if the worker was not employed by the contractor, the contractor's file shall be documented and the reasons therefore;
- (c) The contractor shall notify the Contracting Agency and the Director when the union or unions with which the contractor has a collective bargaining agreement has not referred to the contractor a minority or female worker originally sent to the union by the contractor for union registration, or the contractor has other information that the union referral process has impeded the contractor's efforts to meet its goals;
- (d) The contractor shall participate in training programs related to its personnel needs;
- (e) The contractor shall disseminate its EEO policy internally by doing the following:
 - (1) Including it in any organizational manual;
 - (2) Publicizing it in company newspapers, annual report, etc.;
 - (3) Conducting staff, employee, and union representatives meetings to explain and discuss the policy;
 - (4) Posting; and
 - (5) Reviewing the policy with minority and female employees.
- (f) The contractor shall disseminate its EEO policy externally by doing the following:
 - (1) Informing and discussing it with all recruitment sources;
 - (2) Advertising in news media, specifically including news media directed to minorities and women;
 - (3) Notifying and discussing it with all known minority and women's organizations; and
 - (4) Notifying and discussing it with all subcontractors and suppliers.

- 1104.18 The contractor shall make specific recruitment efforts, both written and oral, directed at all minority and women's training organizations within the contractor's recruitment area.
- 1104.19 The contractor shall encourage present employees to assist in the recruitment of minorities and women for employment.
- 1104.20 The contractor shall validate all qualifications, selection requirements, and tests in accordance with the guidelines of the Equal Employment Opportunity Commission.

- 1104.21 The contractor shall make good faith efforts to provide after school, summer and vacation employment to minority youths and young women.
- 1104.22 The contractor shall develop on-the-job training opportunities, and participate and assist in any association or employer group training programs relevant to the contractor's employee needs.
- 1104.23 The contractor shall continually inventory and evaluate all minority and female personnel for promotion opportunities.
- 1104.24 The contractor shall make sure that seniority practices, job classifications, qualifications, etc. do not have a discriminatory effect on minorities and women.
- 1104.25 The contractor shall make certain that all facilities and company activities are nonsegregated.
- 1104.26 The contractor shall continually monitor all personnel activities to ensure that its EEO policy is being carried out.
- 1104.27 The contractor may utilize minority banking facilities as depositories for funds which may be involved, directly or indirectly, in the performance of the contract.
- 1104.28 The contractor shall employ minority and female workers without respect to union membership in sufficient numbers to meet the minority and female employment standards, if the experience of the contractor with any labor union from which it will secure employees does not indicate that it will refer sufficient minorities and females to meet its minority and female employment standards.
- 1104.29 The contractor shall ensure that all of its employees as well as those of its subcontractors are made knowledgeable about the contractor's equal opportunity policy.
- 1104.30 [Reserved]
- 1104.31 Each contractor shall include in all bid invitations or other pre-bid communications, written or otherwise, with respect to prospective subcontractors, the standards, as applicable, which are required under this chapter.
- 1104.32 Whenever a contractor subcontracts a portion of the work in any trade, craft or skill it shall include in the subcontract, its commitment made under this chapter, as applicable, which shall be adopted by its subcontractors who shall be bound thereby and by the regulations of this chapter to the full extent as if it were the prime contractor.
- 1104.33 The prime contractor shall give notice to the Director and the Contracting Agency of any refusal or failure of any subcontractor to fulfill its obligations under this chapter.
- 1104.34 Failure of compliance by any subcontractor shall be treated in the same manner as a failure by the prime contractor.
- 1105 EXEMPTIONS
- 1105.1 Prospective construction contractors shall be exempt from submitting Affirmative Action Programs for contracts amounting to less than twenty-five thousand dollars (\$25,000); provided, that when a construction contractor accumulates contracts amounting to twenty-five thousand dollars (\$25,000) or more within a period of twelve (12) months that contractor shall be required to submit an Affirmative Action Program for each contract executed thereafter.
- 1105.2 Prospective non-construction contractors shall be exempt from submitting Affirmative Action Programs for contracts amounting to less than ten thousand dollars (\$10,000); provided, that when

a non-construction contractor accumulates contracts amounting to ten thousand dollars (\$10,00) or more during a period of twelve (12) months that contractor shall be required to submit an Affirmative Action Program for each contract executed thereafter.

1106 NONRESPONSIBLE CONTRACTORS

1106.1 If a bidder or offeror fails either to submit a complete and satisfactory Affirmative Action Program or to submit a revised Affirmative Action Program that meets the approval of the Director, as required pursuant to this chapter, the Director may direct the Contracting Officer to declare the bidder or offeror to be nonresponsible and ineligible for award of the contract.

1106.2 Any untimely submission of an Affirmative Action Program may, upon order of the Director, be rejected by the Contracting Officer.

1106.3 In no case shall there be any negotiation over the provision of specific utilization standards submitted by the bidder or offeror after the opening of bids or receipt of offer and prior to award.

1106.4 If any directive or order relating to nonresponsibility is issued under this section, the Director shall afford the bidder or offeror a reasonable opportunity to be heard in opposition to such action in accordance with subsection 1118.1, or in support of a request for waiver under section 1109.

1107 NOTICE OF COMPLIANCE

1107.1 Each Contracting Agency shall include, or require the contract bidder or offeror to include, in the invitation for bids or other solicitation used for a D.C. Government-involved contract, a notice stating that to be eligible for consideration, each bidder or offeror shall be required to comply with the provisions of this chapter for the trades, crafts and skills to be used during the term of the performance of the contract whether or not the work is subcontracted.

1108 MINIMUM STANDARDS FOR MINORITY AND FEMALE EMPLOYMENT

1108.1 The minimum standards for the utilization of minorities in the District of Columbia Government construction contracts shall be forty-two percent (42%) in each trade for each project, and an aggregate workforce standard of six and nine-tenths percent (6.9%) for females in each project. Any changes in Federal standards pertaining to minority group and female employment in Federally-involved construction contracts shall be taken into consideration in any review of these requirements.

1108.2 The construction contractor's standards established in accordance with subsection 1108.1 shall express the contractor's commitment of the forty-two percent (42%) of minority personnel who will be working in each specified trade on each of the contractor's District of Columbia Government projects, and the aggregate standard of six and nine-tenths percent (6.9%) for the employment of females in each District of Columbia Government contract.

1108.3 The hours for minority and female workers shall be substantially uniform throughout the entire length of the construction contract for each trade used, to the effect that the same percentage of minority workers in the trades used shall be working throughout the length of work in each trade on each project, and the aggregate percentage in each project for females.

1108.4 The minimum standard for the utilization of minorities in non-construction contracts shall be twenty-five percent (25%) in each of the following nine (9) job categories:

- (a) Officials and managers;
- (b) Professionals;

- (c) Technicians;
- (d) Sales workers;
- (e) Office and clerical workers;
- (f) Craftpersons (Skilled);
- (g) Operative (Semi-skilled);
- (h) Laborers (Unskilled); and
- (i) Service workers.

1108.5 With respect to non-construction contracts the contractor's standards established in accordance with subsection 1108.4 shall express the contractor's commitment of the twenty-five percent (25%) of minority personnel who will be working in each specified craft or skill in each contract.

1109 WAIVERS

1109.1 The Director may grant a waiver to a prospective contractor from the requirement to submit a set of minimum standards for the employment of minorities and women in a particular contract, if before the execution of the contract and approval of the Affirmative Action Program, the contractor can document and otherwise prove it is unable to meet the standards in the performance of the contract.

1110 SOLICITATION OF CONTRACT

1110.1 Each solicitation for contract covered by section 1104 shall contain a statement that contractors shall comply with the minimum standards established pursuant to these rules for ensuring equal opportunity.

1110.2 The contract solicitation shall require that each bidder or offeror certify that it intends to meet the applicable minimum standards in section 1108 in order to be considered for the contract.

1111 PRIOR TO EXECUTION OF CONTRACT

1111.1 Upon being designated the apparent low bidder or offeror, that contractor shall submit a detailed Affirmative Action Program that sets forth the following:

- (1) The composition of its current total workforce; and
- (2) The composition of the workforce by race, color, national origin, and sex to be used in the performance of the contract and that of all known subcontractors that will be utilized to perform the contract.

1111.2 The apparent low bidder or offeror shall submit an Affirmative Action Program in accordance with section 1104 describing the actions it will take to ensure compliance with this chapter which shall be subject, prior to the execution of any contract, to the approval of the Director.

1111.3 If the Office of Human Rights does not act within ten (10) working days after the receipt of the Affirmative Action Program sent for approval, the Contracting Agency may proceed on its own determination to execute the contract.

- 1111.4 The apparent low bidder or offeror shall submit an Affirmative Action Program within a period of time to specified by each Contracting Agency, but which shall not exceed ten (10) working days after becoming the apparent contractor.
- 1111.5 The apparent low bidder or offeror shall furnish all information and reports to the Contracting Agency as required by this chapter, and shall permit access to all books or records pertaining to its employment practices or worksites.
- 1111.6 No contract subject to section 1104 shall be executed by the Contracting Agency, if the apparent low bidder or offeror does not submit an Affirmative Action Program, or if the Program has been disapproved in writing by the Director.
- 1111.7 If there is disagreement between the contractor and the Contracting Officer as to the adequacy of the Affirmative Action Program, the matter shall be referred to the Director for a decision.
- 1112 AFTER EXECUTION OF CONTRACT
- 1112.1 Each contractor shall maintain throughout the term of the contract the minimum standards for the employment of minorities and women, as set forth in the approved Affirmative Action Program.
- 1112.2 Each contractor shall require that each subcontractor, or vendor under the contract comply with the provision of the contract and the Affirmative Action Program.
- 1112.3 Each contractor shall furnish all information as required by this chapter, and permit access to all books and records pertaining to the contractor's employment practices and work sites by the Director and the Contracting Agency for purposes of investigation to ascertain compliance with this chapter.
- 1113 MONITORING AND EVALUATION
- 1113.1 The Director shall, from time to time, monitor and evaluate all District of Columbia Government agencies, including those independent agencies and commissions not required to submit the Affirmative Action Program of their contractors, to ensure compliance with the equal opportunity obligations in contracts, as provided for in this chapter.
- 1114 AFFIRMATIVE ACTION TRAINING PROGRAM
- 1114.1 Each contractor, in fulfilling its affirmative action responsibilities under a contract with the District of Columbia Government, shall be required to have, as part of its Affirmative Action Program, an existing training program for the purpose of training, upgrading, and promotion of minority and female employees or to utilize existing programs. Those programs shall include, but not be limited to, the following:
- (a) To be consistent with its personnel requirements, the contractor shall make full use of the applicable training programs, including apprenticeship, on-the job training, and skill refinement training for journeymen. Recruitment for the program shall be designed to provide for appropriate participation by minority group members and women;
 - (b) The contractor may utilize a company-operated skill refinement training program. This program shall be formal and shall be responsive to the work to be performed under the contract;
 - (c) The contractor may utilize formal private training institutions that have as their objective training and skill refinement appropriate to the classification of the workers employed. When training is provided by a private organization the following information shall be supplied:

- (1) The name of the organization;
- (2) The name, address, social security number, and classification of the initial employees and any subsequent employees chosen during the course of the contract; and
- (3) The identity of the trades, and crafts or skills involved in the training.

1114.2 If the contractor relies, in whole or in part, upon unions as a source of its workforce, the contractor shall use its best efforts, in cooperation with unions, to develop joint training programs aimed toward qualifying more minorities and females for membership in the union, and increasing the skills of minority and female employees so that they may qualify for higher paying employment.

1114.3 Approval of training programs by the Contracting Agency shall be predicated, among other things, upon the quality of training, numbers of trainees and trades, crafts or skills involved, and whether the training is responsive to the policies of the District of Columbia and the needs of the minority and female community. Minority and female applicants for apprenticeship or training should be selected in sufficient numbers as to ensure an acceptable level of participation sufficient to overcome the effects of past discrimination.

1115 COMPLIANCE REVIEW

1115.1 The Director and the Contracting Agency shall review the contractor's employment practices during the performance of the Contract. Routine or special reviews of contractors shall be conducted by the Contracting Agency or the Director in order to ascertain the extent to which the policy of Mayor's Order No. 85-85, and the requirements in this chapter are being implemented and to furnish information that may be useful to the Director and the Contracting Agency in carrying out their functions under this chapter.

1115.2 A routine compliance review shall consist of a general review of the practices of the contractor to ascertain compliance with the requirements of this chapter, and shall be considered a normal part of contract administration.

1115.3 A special compliance review shall consist of a comprehensive review of the employment practices of the contractor with respect to the requirements of this chapter, and shall be conducted when warranted.

1116 ENFORCEMENT

1116.1 If the contractor does not comply with the equal opportunity clauses in a particular contract, including subsections 1103.2 through 1103.10 of this chapter, that contract may be cancelled in whole or in part, and the contractor may be declared by the Director or the Contracting Officer to be ineligible for further District of Columbia Government Contracts subject to applicable laws and regulations governing debarment.

1116.2 If the contractor meets its goals or if the contractor can demonstrate that it has made every good faith effort to meet those goals, the contractor will be presumed to be in compliance with this chapter, and no formal sanction shall be instituted unless the Director otherwise determines that the contractor is not providing equal employment opportunity.

1116.3 When the Director proceeds with a formal hearing she or he has the burden of proving that the contractor has not met the requirements of this chapter, but the contractor's failure to meet its goals shall shift to it the requirement to come forward with evidence to show that it has met the good faith requirements of this chapter.

1117 COMPLAINTS

- 1117.1 The Director may initiate investigations of individual instances and patterns of discriminatory conduct, initiate complaints thereupon and keep the Contracting Agency informed of those actions.
- 1117.2 If the investigation indicates the existence of an apparent violation of the non-discrimination provisions of the contract required under section 1103 of this chapter the matter may be resolved by the methods of conference, conciliation, mediation, or persuasion.
- 1117.3 If an apparent violation of the non-discrimination provisions of the contract required under section 1103 of this chapter is not resolved by methods of conference, conciliation, mediation, or persuasion, the Director of the Contracting Officer may issue a notice requiring the contractor in question to show cause, within thirty (30) days, why enforcement proceedings or other appropriate action should not be initiated.
- 1117.4 Any employee of any District of Columbia Government contractor or applicant for employment who believes himself or herself to be aggrieved may, in person or by an authorized representative, file in writing, a complaint of alleged discrimination with the Director.

1118 HEARINGS

- 1118.1 In the event that a dispute arises between a bidder, offeror or prospective contractor and the Director or the Contracting Officer as to whether the proposed program of affirmative action for providing equal employment opportunity submitting by such bidder, offeror or prospective contractor complies with the requirements of this chapter and cannot be resolved by the methods of conference, conciliation, mediation, or persuasion, the bidder, offeror or prospective contractor in question shall be afforded the opportunity for a hearing before the Director.
- 1118.2 If a case in which an investigation by the Director or the Contracting Agency has shown the existence of an apparent violation of the non-discrimination provisions of the contract required under section 1103 is not resolved by the methods specified in subsection 1117.2, the Director may issue a notice requiring the contractor in question to show cause, within thirty (30) days, why enforcement proceedings or other appropriate action should not be initiated. The contractor in question shall also be afforded the opportunity for a hearing before the Director.
- 1118.3 The Director may hold a hearing on any complaint or violation under this chapter, and make determinations based on the facts brought before the hearing.
- 1118.4 Whenever the Director holds a hearing it is to be held pursuant to the Human Rights Act of 1977, a notice of thirty (30) working days for the hearing shall be given by registered mail, return receipt requested, to the contractor in question. The notice shall include the following:
- (a) A convenient time and place of hearing;
 - (b) A statement of the provisions in this chapter or any other laws or regulations pursuant to which the hearing is to be held; and
 - (c) A concise statement of the matters to be brought before the hearing.
- 1118.5 All hearings shall be open to the public and shall be conducted in accordance with rules, regulations, and procedures promulgated pursuant to the Human Rights Act of 1977.

1119 SANCTIONS

- 1119.1 The Director, upon finding that a contractor has failed to comply with the non-discrimination provisions of the contract required under section 1103, or has failed to make a good faith effort to achieve the utilization standards under an approved Affirmative Action Program, may impose sanctions contained in this section in addition to any sanction or remedies as may be imposed or invoked under the Human Rights Act of 1977.
- 1119.2 Sanctions imposed by the Director may include the following:
- (a) Order that the contractor be declared ineligible from consideration for award of District of Columbia Government contracts or subcontracts until such time as the Director may be satisfied that the contractor has established and will maintain equal opportunity policies in compliance with this chapter; and
 - (b) Direct each Contracting Officer administering any existing contract to cancel, terminate, or suspend the contract or any portion thereof, and to deny any extension, modification, or change, unless the contractor provides a program of future compliance satisfactory to the Director.
- 1119.3 Any sanction imposed under this chapter may be rescinded or modified upon reconsideration by the Director.
- 1119.4 An appeal of any sanction imposed by order of the Director under this chapter may be taken pursuant to applicable clauses of the affected contract or provisions of law and regulations governing District of Columbia Government contracts.
- 1120 NOTIFICATIONS
- 1120.1 The Director shall forward in writing notice of his or her findings of any violations of this chapter to the Contracting Officer for appropriate action under the contract.
- 1120.2 Whenever it appears that the holder of or an applicant for a permit, license or franchise issued by any agency or authority of the Government of the District of Columbia is a person determined to be in violation of this chapter the Director may, at any time he or she deems that action the Director may take or may have taken under the authority of this chapter, refer to the proper licensing agency or authority the facts and identities of all persons involved in the violation for such action as the agency or authority, in its judgement, considers appropriate based upon the facts thus disclosed to it.
- 1120.3 The Director may publish, or cause to be published, the names of contractors or unions which have been determined to have complied or have failed to comply with the provisions of the rules in this chapter.
- 1121 DISTRICT ASSISTED PROGRAMS
- 1121.1 Each agency which administers a program involving leasing of District of Columbia Government owned or controlled real property, or the financing of construction under industrial revenue bonds or urban development action grants, shall require as a condition for the approval of any agreement for leasing, bond issuance, or development action grant, that the applicant undertake and agree to incorporate, or cause to be incorporated into all construction contracts relating to or assisted by such agreements, the contract provisions prescribed for District of Columbia Government contracts by section 1103, preserving in substance the contractor's obligation under those provision.
- 1199 DEFINITIONS

The following words and phrases set forth in this section, when used in this chapter, shall have the following meanings ascribed:

Contract – any binding legal relationship between the District of Columbia and a contractor for supplies or services, including but not limited to any District of Columbia Government or District of Columbia Government assisted construction or project, lease agreements, Industrial Revenue Bond financing, and Urban Development Action grant, or for the lease of District of Columbia property in which the parties, respectively, do not stand in the relationship of employer and employee.

Contracting Agency – any department, agency, or establishment of the District of Columbia which is authorized to enter into contracts.

Contracting Officer – any official of a contracting agency who is vested with the authority to execute contracts on behalf of said agency.

Contractor – any prime contractor holding a contract with the District of Columbia Government. The term shall also refer to subcontractors when the context so indicates.

Director – the Director of the Office of Human Rights, or his or her designee.

Dispute – any protest received from a bidder or prospective contractor relating to the effectiveness of his or her proposed program of affirmative action for providing equal opportunity.

Minority – Black Americans, Native Americans, Asian Americans, Pacific Islander Americans, and Hispanic Americans. In accordance with D.C. Code, Section 1-1142(1) (Supp. 1985).

Subcontract – any agreement made or executed by a prime contractor or a subcontractor where a material part of the supplies or services, including construction, covered by an agreement is being obtained for use in the performance of a contract subject to Mayor's Order No. 85-85, and any rules, regulations, and procedures issued pursuant thereto.

Subcontractor – any contractor holding a contract with a District prime contractor calling for supplies or services, including construction, required for the performance of a contract subject to Mayor's Order No. 85-85, and any rules, regulations, and procedures promulgated pursuant thereto.

SOLICITATION, OFFER, AND AWARD				1. Caption Passport to Work Summer Youth Program		Page of Pages 1 58	
2. Contract Number		3. Solicitation Number DCCF-2008-R-0007		4. Type of Solicitation <input type="checkbox"/> Sealed Bid (IFB) <input checked="" type="checkbox"/> Sealed Proposals (RFP) <input type="checkbox"/> Sole Source <input type="checkbox"/> Emergency		5. Date Issued 3/3/2008	
						6. Type of Market <input checked="" type="checkbox"/> Open <input type="checkbox"/> Set Aside <input type="checkbox"/> Open Market with Set-Aside SBE Designated Category:	
7. Issued By: Office of Contracting and Procurement, Group II 441 4th Street, NW, Suite 700 South Washington, DC 20001				8. Address Offer to: Office of Contracting and Procurement 441 4th Street, NW, Suite 703 South (Bid Room) WASHINGTON, DC 20001 ATTN: Mr. Lafayette Smith, Contracting Officer, Group II			
NOTE: In sealed bid solicitations "offer" and "offeror" means "bid" and "bidder"							
SOLICITATION							
9. Sealed offers in original and <u>5</u> copies for furnishing the supplies or services in the Schedule will be received at the place specified in Item 8, or if hand carried to the bid counter located at <u>SEE BLOCK 8 ABOVE</u> until <u>2:00 PM</u> local time <u>3-Apr-08</u> (Hour) (Date)							
CAUTION: Late Submissions, Modifications and Withdrawals: See 27 DCMR chapters 15 & 16 as applicable. All offers are subject to all terms & conditions contained in this solicitation.							
10. For Information Contact		A. Name Dorene Brown		B. Telephone (Area Code) 202 (Number) 724-5185 (Ext)		C. E-mail Address dorene.brown@dc.gov	
11. Table of Contents							
(X)	Section	Description	Page No.	(X)	Section	Description	Page No.
	PART I - THE SCHEDULE				PART II - CONTRACT CLAUSES		
X	A	Solicitation/Contract Form	1	X	I	Contract Clauses	29-34
X	B	Supplies or Services and Price/Cost	2	PART III - LIST OF DOCUMENTS, EXHIBITS AND OTHER ATTACHMENTS			
X	C	Specifications/Work Statement	3-10	X	J	List of Attachments	35
X	D	Packaging and Marking	11	PART IV - REPRESENTATIONS AND INSTRUCTIONS			
X	E	Inspection and Acceptance	12	X	K	Representations, certifications and other statements of offerors	36-38
X	F	Deliveries or Performance	13	X	L	Instructions, conditions & notices to offerors	39-47
X	G	Contract Administration Data	14-19	X	M	Evaluation factors for award	48-58
X	H	Special Contract Requirements	20-28				
OFFER							
12. In compliance with the above, the undersigned agrees, if this offer is accepted within <u>120</u> calendar days from the date for receipt of offers specified above, to furnish any or all items upon which prices are offered at the price set opposite each item, delivered at the designated point(s), within the time specified herein.							
13. Discount for Prompt Payment		10 Calendar days % N/A	20 Calendar days %	30 Calendar days %	Calendar days %		
14. Acknowledgement of Amendments (The offeror acknowledges receipt of amendments to the SOLICITATION):			Amendment Number	Date	Amendment Number	Date	
15A. Name and Address of Offeror DC Tutors for Kids 4001 Marlboro Pl, NW DC 20011			16. Name and Title of Person Authorized to Sign Offer/Contract Lanetta Agnew Program Coordinator				
15B. Telephone (Area Code) 202 (Number) 829-0490 (Ext)			15 C. Check if remittance address is different from above - Refer to Section G <input type="checkbox"/>			17. Signature <i>Lanetta Agnew</i>	
						18. Offer Date 5/5/08	
AWARD (TO BE COMPLETED BY GOVERNMENT)							
19. Accepted as to Items Numbered			20. Amount		21. Accounting and Appropriation		

GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE CHIEF FINANCIAL OFFICER
OFFICE OF TAX AND REVENUE



TAX CERTIFICATION AFFIDAVIT

THIS AFFIDAVIT IS TO BE COMPLETED ONLY BY THOSE WHO ARE REGISTERED TO CONDUCT BUSINESS IN THE DISTRICT OF COLUMBIA.

Date: May 5, 2008
Name of Organization/Entity: DC Tutors for Kids
Address: 4001 Marlboro Place, NW
Business Telephone No.: 202-829-0490
Principal Officer:
Name: Lanetta Agnew Title: Program Coordinator
Soc. Sec. No.: [REDACTED]
Federal Identification No.: [REDACTED]
Contract No.: _____
Unemployment Insurance Account No.: N/A

I hereby certify that:

1. I have complied with the applicable tax filing and licensing requirements of the District of Columbia.
2. The following information is true and correct concerning tax compliance for the following taxes for the past five (5) years:

District:	Sales and Use	Current	Not Current	Not Applicable
Employer Withholding	()	()	(x)	
Ball Park Fee	()	()	(x)	
Corporation Franchise	()	()	(x)	
Unincorporated Franchise	()	()	(x)	
Personal Property	()	()	(x)	
Real Property	(x)	()	()	
Individual Income	(x)	()	()	

The Office of Tax and Revenue is hereby authorized to verify the above information with the appropriate government authorities. The penalty for making false statements is a fine not to exceed \$5,000.00, imprisonment for not more than 180 days, or both, as prescribed by D.C. Official Code § 47-4106.

This affidavit must be notarized and becomes void if not submitted within 90 days of the date notarized.

Signature of Authorizing Agent

Print Name

Title

Notary: DISTRICT OF COLUMBIA, ss:

Subscribed and sworn before me this 7th day of May Month and Year 2008

Notary Public:

My Commission Expires:

NOTARY PUBLIC
DISTRICT OF COLUMBIA
MY COMMISSION EXPIRES

3/14/12

R(a)(6)

FIRST SOURCE EMPLOYMENT AGREEMENT

Contract Number: _____

Contract Amount: _____

Project Name: DC Tutors for Kids Passport to Work Summer Program

Project Address: 700 Monroe St, NE Ward: _____

Nonprofit Organization with 50 Employees or Less: (Yes) _____ (No) x

This First Source Employment Agreement, in accordance with D. C. Law 14-24, D.C. Law 5-93, and Mayor's Order 83-265 for recruitment, referral, and placement of District of Columbia residents, is between the District of Columbia Department of Employment Services, hereinafter referred to as DOES, and DC Tutors for Kids, hereinafter, referred to as EMPLOYER. Under this Employment Agreement, the EMPLOYER will use DOES as its first source for recruitment, referral, and placement of new hires or employees for the new jobs created by this project and will hire 51% District of Columbia residents for all new jobs created, as well, as 51% of apprentices employed in connection with the project shall be District residents registered in programs approved by the District of Columbia Apprenticeship Council.

I. GENERAL TERMS

- A. The EMPLOYER will use DOES as its first source for the recruitment, referral and placement of employees.
- B. The EMPLOYER shall require all contractors and subcontractors, with contracts totaling \$100,000 or more, to enter into a First Source Employment Agreement with DOES.
- C. DOES will provide recruitment, referral and placement services to the EMPLOYER subject to the limitations set out in this Agreement.
- D. DOES participation in this Agreement will be carried out by the Office of the Director, with the Office of Employer Services, which is responsible for referral and placement of employees, or such other offices or divisions designated by DOES.

- E. This Agreement shall take effect when signed by the parties below and shall be fully effective for the duration of the contract and any extensions or modifications to the contract.
- F. This Agreement shall not be construed as an approval of the EMPLOYER'S bid package, bond application, lease agreement, zoning application, loan, or contract/subcontract.
- G. DOES and the EMPLOYER agree that for purposes of this Agreement, new hires and jobs created (both union and nonunion) include all EMPLOYER'S job openings and vacancies in the Washington Standard Metropolitan Statistical Area created as a result of internal promotions, terminations, and expansions of the EMPLOYER'S workforce, as a result of this project, including loans, lease agreements, zoning applications, bonds, bids, and contracts.
- H. For purposes of this Agreement, apprentices as defined in D.C. Law 2-156, as amended, are included.
- I. The EMPLOYER shall register an apprenticeship program with the D.C. Apprenticeship Council for construction or renovation contracts or subcontracts totaling \$500,000 or more. This includes any construction or renovation contract or subcontract signed as the result of, but is not limited to, a loan, bond, grant, Exclusive Right Agreement, street or alley closing, or a leasing agreement of real property for one (1) year or more.
- J. All contractors who contract with the Government of the District of Columbia to perform information technology work with a single contract or cumulative contracts of at least \$500,000, let within any twelve (12) month period shall be required to register an apprenticeship program with the District of Columbia Apprenticeship Council.
- K. The term "information technology work" shall include, but is not limited to, the occupations of computer programmer, programmer analyst, desktop specialist, technical support specialist, database specialist, network support specialist, and any other related occupations as the District of Columbia Apprenticeship Council may designate by regulation.

II. RECRUITMENT

- A. The EMPLOYER will complete the attached Employment Plan, which will indicate the number of new jobs projected, salary range, hiring dates, and union requirements. The EMPLOYER will notify DOES of its specific need for new employees as soon as that need is identified.

- B. Notification of specific needs, as set forth in Section II.A. must be given to DOES at least five (5) business days (Monday - Friday) before using any other referral source, and shall include, at a minimum, the number of employees needed by job title, qualification, hiring date, rate of pay, hours of work, duration of employment, and work to be performed.
- C. Job openings to be filled by internal promotion from the EMPLOYER'S current workforce need not be referred to DOES for placement and referral.
- D. The EMPLOYER will submit to DOES, prior to starting work on the project, the names, and social security numbers of all current employees, including apprentices, trainees, and laid-off workers who will be employed on the project.

III. REFERRAL

DOES will screen and refer applicants according to the qualifications supplied by the EMPLOYER.

IV. PLACEMENT

- A. DOES will notify the EMPLOYER, prior to the anticipated hiring dates, of the number of applicants DOES will refer. DOES will make every reasonable effort to refer at least two qualified applicants for each job opening.
- B. The EMPLOYER will make all decisions on hiring new employees but will in good faith use reasonable efforts to select its new hires or employees from among the qualified persons referred by DOES.
- C. In the event DOES is unable to refer the qualified personnel requested, within five (5) business days (Monday - Friday) from the date of notification, the EMPLOYER will be free to directly fill remaining positions for which no qualified applicants have been referred. Notwithstanding, the EMPLOYER will still be required to hire 51% District residents for the new jobs created by the project.
- D. After the EMPLOYER has selected its employees, DOES will not be responsible for the employees' actions and the EMPLOYER hereby releases DOES, and the Government of the District of Columbia, the District of Columbia Municipal Corporation, and the officers and employees of the District of Columbia from any liability for employees' actions.

V. TRAINING

DOES and the EMPLOYER may agree to develop skills training and on-the-job training programs; the training specifications and cost for such training will be mutually agreed upon by the EMPLOYER and DOES and set forth in a separate Training Agreement.

VI. CONTROLLING REGULATIONS AND LAWS

- A. To the extent this Agreement is in conflict with any labor laws or governmental regulations, the laws or regulations shall prevail.
- B. DOES will make every effort to work within the terms of all collective bargaining agreements to which the EMPLOYER is a party.
- C. The EMPLOYER will provide DOES with written documentation that the EMPLOYER has provided the representative of any involved collective bargaining unit with a copy of this Agreement and has requested comments or objections. If the representative has any comments or objections, the EMPLOYER will promptly provide them to DOES.

VII. EXEMPTIONS

- A. Contracts, subcontracts or other forms of government-assistance less than \$100,000.
- B. Employment openings the contractor will fill with individuals already employed by the company.
- C. Job openings to be filled by laid-off workers according to formally established recall procedures and rosters.
- D. Suppliers located outside of the Washington Standard Metropolitan Statistical Area and who will perform no work in the Washington Standard Metropolitan Statistical Area.

VIII. AGREEMENT MODIFICATIONS, RENEWAL, MONITORING, AND PENALTIES

- A. If, during the term of this Agreement, the EMPLOYER should transfer possession of all or a portion of its business concerns affected by this Agreement to any other party by lease, sale, assignment, merger, or otherwise, the EMPLOYER as a condition of transfer shall:
 - 1. Notify the party taking possession of the existence of the EMPLOYER'S Agreement.
 - 2. Notify the party taking possession that full compliance with this Agreement is required in order to avoid termination of the project.

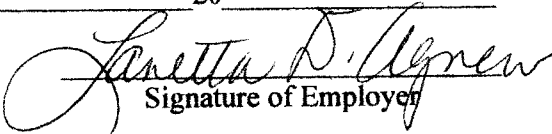
3. EMPLOYER shall, additionally, advise DOES within seven (7) business/calendar days of the transfer. This advice will include the name of the party taking possession and the name and telephone of that party's representative.
- B. DOES shall monitor EMPLOYER'S performance under this Agreement. The EMPLOYER will cooperate in DOES' monitoring effort and will submit a Contract Compliance Form to DOES monthly.
- C. To assist DOES in the conduct of the monitoring review, the EMPLOYER will make available payroll and employment records for the review period indicated.
- D. If additional information is needed during the review, the EMPLOYER will provide the requested information to DOES.
- E. With the submission of the final request for payment from the District, the EMPLOYER shall:
 1. Document in a report to the Contracting Officer its compliance with the requirement that 51% of the new employees hired by the project be District residents; or
 2. Submit a request to the Contracting Officer for a waiver of compliance with the requirement that 51% of the new employees hired by the project be District residents and include the following documentations:
 - a. Material supporting a good faith effort to comply;
 - b. Referrals provided by DOES and other referral sources; and
 - c. Advertisement of job openings listed with DOES and other referral sources.
- F. The Contracting Officer may waive the requirement that 51% of the new employees hired by the project be District residents, if the Contracting Officer finds that:
 1. A good faith effort to comply is demonstrated by the contractor;
 2. The EMPLOYER is located outside the Washington Standard Metropolitan Statistical Area and none of the contract work is performed inside the Washington Standard Metropolitan Statistical Area;

The Washington Standard Metropolitan Statistical Area includes the District of Columbia, the Virginia Cities of Alexandria, Falls Church, Manassas, Manassas Park, Fairfax, and Fredericksburg; the Virginia Counties of Fairfax, Arlington, Prince William, Loudoun, Stafford, Clarke, Warren, Fauquier, Culpeper, Spotsylvania, and King George; the Maryland Counties of Montgomery, Prince Georges, Charles, Frederick, and Calvert; and the West Virginia Counties of Berkeley and Jefferson.

3. The EMPLOYER enters into a special workforce development training or placement arrangement with DOES; or
4. DOES certifies that insufficient numbers of District residents in the labor market possess the skills required by the positions created as a result of the contract.
- G. Willful breach of the First Source Employment Agreement by the EMPLOYER, or failure to submit the Contract Compliance Report, or deliberate submission of falsified data, may be enforced by the Contracting Officer through imposition of penalties, including monetary fines of 5% of the total amount of the direct and indirect labor costs of the contract.
- H. Nonprofit organizations with 50 or less employees are exempted from the requirement that 51% of the new employees hired on the project be District residents.
- I. The EMPLOYER and DOES, or such other agent as DOES may designate, may mutually agree to modify this Agreement.
- J. The project may be terminated because of the EMPLOYER'S non-compliance with the provisions of this Agreement.
- IX. Is your firm a certified Local, Small, Disadvantaged Business Enterprise (LSDBE)?
YES NO
If yes, certification number: application pending
- X. Do you have a registered Apprenticeship program with the D.C. Apprenticeship Council?
YES ☒ NO
If yes, D.C. Apprenticeship Council Registration Number: _____
- XI. Indicate whether your firm is a subcontractor on this project: YES ☒ NO
If yes, name of prime contractor: _____

Dated this _____ day of _____ 20____

Signature Dept. of Employment Services


Signature of Employer

DC Turors for Kids
Name of Company

4001 Marlboro Place, NW
Address

202-829-0490
Telephone

lanetdenise@yahoo.com
E-mail

EMPLOYMENT PLAN

NAME OF FIRM DC Tutors for KidsADDRESS 4001 Marlboro Place, NW, Washington, DC 20011TELEPHONE NUMBER 202-829-0490 FEDERAL IDENTIFICATION NO. _____CONTACT PERSON Lanetta Agnew TITLE Program CoordinatorE-mail: lanetdenise@yahoo TYPE OF BUSINESS: tutoringORIGINATING DISTRICT AGENCY Dept of Empoyment ServicesCONTRACTING OFFICER: Doreene Brown TELEPHONE NUMBER: 202-724-5185

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TYPE OF PROJECT summer camp FUNDING AMOUNT _____PROJECTED START DATE June 12 PROJECT DURATION August 22

NEW JOB CREATION PROJECTIONS (Attach additional sheets, as needed.) Please indicate the new position(s) your firm will create as a result of this project.

	JOB TITLE	# OF JOBS F/T P/T	SALARY RANGE	UNION MEMBERSHIP REQUIRED NAME LOCAL#	PROJECTED HIRE DATE
A	Accountant	P/T	■■■■/hr	No	6/16
B	Counselor	P/ T	■■■■/hr	No	6/16
C	Counselors aide -	P/T	■■■■/hr	No	6/16
D					
E					
F					
G					
H					
I					
J					
K					

R(a)(1)

**DC Tutors for Kids Passport to Work Summer Youth Program
Experience Questionnaire**

Date _____

Student's Name: _____

Address: _____

Email: _____ Phone: _____

Work Site location:

What program did you participate in: Writing Business Go Kart
Circle one

Program Start Date: _____ Program End Date _____

What was your program objective? _____

Were your objective met: Circle one Yes/ No If no, please explain why program objective was incomplete. _____

Did Instructors provide clear instruction for Students and assist with questions Circle one Yes/ No If no, please explain

Were counselors friendly and easy to approach with your problems or questions Circle one Yes/ No If no, please explain

Did Students enjoy the lunch that was provided at the program Circle one Yes/ No

What did Student like most about the program _____

What did Student like least about the program _____

Would student like to see this program offered again next summer Circle one Yes/ No If no, please explain _____

Did Student receive pay on time Yes/ No if no, please explain

Rate the overall program on a scale of 1 to 10 (1 being the lowest 10 being the highest

How would you improve the program _____

SECTION B: SUPPLIES OR SERVICES AND PRICE/COSTS

B.1 INTRODUCTION

B.1.1 The Government of the District of Columbia, Office of Contracting and Procurement (OCP) on behalf of the Department of Employment Services (DOES) is seeking contractors to design and implement a ten (10) week project-based learning program that includes academic enrichment, career exploration, work readiness and leadership skills training for approximately 6,500 District youth 14 to 18 years of age, pursuant to the District's Youth Employment Services Initiative Amendment Act of 2005. Historically, the District's cost per participant has not exceeded \$1,200.00.

B.2 PRICE SCHEDULE – INDEFINITE DELIVERY INDEFINITE QUANTITY (IDIQ) WITH FIXED UNIT PRICES.

B.2.1 The Contractor shall provide a Summer Youth Program in accordance with "Section C – Service Description and Scope of Service" to be contained in the awarded contract. The Price Schedule is outlined in the Schedule below:

B.2.2 The District contemplates awarding multiple cost reimbursement Indefinite Delivery Indefinite Quantity (IDIQ) contracts.

Base Period -Date of Award through September 30, 2008

Contract Line Item No. (CLIN)	ITEM DESCRIPTION	UNIT	MIN QUANTITY	MAX QUANTITY	PRICE PER UNIT	TOTAL PRICE
0001	Design and implement a ten (10) week project-based learning Summer Youth Program that provides academic enrichment, career exploration, work readiness and leadership skills training.	Each	100	100	\$4,570	\$456,989

B.2.2 **CLIN 0001-** The Contractor's price shall constitute only those cost associated with the direct youth training element of the program and those cost associated with the administration of the program. See the Project Component Budget Summary Sheets in Section J, J.2.5. See G.4.5 for CLIN 0001

CONTRACTOR/SUBGRANTEE CONTACT PERSONS

NAME OF ORGANIZATION: DC Tutors for Kids

PRINCIPAL OFFICER:

NAME: Lanetta Agnew

ADDRESS: 4001 Marlboro Pl NW

PHONE NUMBER: 202-829-0490 **FAX NUMBER/E-MAIL:** 202-829-0490
-0847

PROJECT/PROGRAM DIRECTOR:

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____ **FAX NUMBER/E-MAIL:** _____

TRAINING LOCATION:

FINANCIAL OFFICER/REPRESENTATIVE:

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____ **FAX NUMBER/E-MAIL:** _____

PERSON (S) AUTHORIZED TO SIGN REQUEST FOR PAYMENT:

1) _____

2) _____

3) _____

PROJECT COMPONENT BUDGET

COST CATEGORY

AMOUNT

1. ADMINISTRATION

\$

2. TRAINING

\$

TOTAL AMOUNT \$

I, Lanetta Agnew, as the authorized representative for the Contractor, do hereby agree with the information and format contained with this **PROJECT COMPONENT BUDGET** package. Further, I do hereby agree to invoice the Department of Employment Services on the basis prescribed in any resultant contract, for only those costs incurred, which are deemed allowable by the District.

Lanetta Agnew
Signature

5/5/08
Date

SPECIAL NOTE:

To constitute adequate cost and pricing data the enclosed budget summary sheets must be accompanied by a budget narrative delineating the cost for each line item, e.g., quantity, unit cost, description and justification. Please round cents to the nearest dollar.

REVISED 8/01

R(a)(1)

CONTRACTOR/SUBGRANTEE CONTACT PERSONS

NAME OF ORGANIZATION: DC Tutors for Kids

PRINCIPAL OFFICER:

NAME: Lanetta Agnew

ADDRESS: 4001 Marlboro Pl NW

PHONE NUMBER: 202-829-0490 **FAX NUMBER/E-MAIL:** 202-829-0490
-0847

PROJECT/PROGRAM DIRECTOR:

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____ **FAX NUMBER/E-MAIL:** _____

TRAINING LOCATION:

FINANCIAL OFFICER/REPRESENTATIVE:

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____ **FAX NUMBER/E-MAIL:** _____

PERSON (S) AUTHORIZED TO SIGN REQUEST FOR PAYMENT:

1) _____

2) _____

3) _____

PROJECT COMPONENT BUDGET

COST CATEGORY

AMOUNT

1. ADMINISTRATION
2. TRAINING

\$
\$

TOTAL AMOUNT \$ 456,989.00

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